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ABSTRACT

This occupational analysis data was assembled to help cosmetology instructors develop a course of study. Following a job description for a cosmetologist, the remainder of the content in standard task analysis format presents an analysis of twelve cosmetologist duties (tasks). Each of the twelve duties is broken down into its components (one or more sub-tasks) and for each sub-task the following are given: task statement; tools, equipment, materials, objects acted upon; steps; safety-hazards; decisions; cues; errors; science skills/concepts; math-number systems skills/concepts; and communications (includes performance modes, examples, and skills/concepts). The cosmetologist duties covered are managing the business and shop, maintaining the dispensary, sanitizing and sterilizing equipment, performing manicures and pedicures, performing skin care, performing scalp care, shampooing and rinsing hair, cutting and shaping hair, waving and relaxing hair, bleaching and coloring hair, styling hair, and caring for the wig. (RM)

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AN ANALYSIS OF THE COSMETOLOGY OCCUPATION

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PREFACE

This analysis was done to jog the memory of the experienced masters of our occupation. It was prepared with the idea that the instructor use it as a guide to curriculum development and not as a teaching instrument. It provides task analyses and references designed to aid the instructor in writing a course of study.

Cosmetologists throughout the state were given a list of 130 tasks done in the salon and asked to rank them according to how often they were performed. Due to the many and varied tasks confronting cosmetologists on an everyday basis, we could not handle all of this material in its proper sequence. We tried not to emphasize one or two duties, but to cover as many of the important tasks performed most frequently in the salon.

The writers of this analysis do not even begin to presume that the material presented is entirely complete or even without error, due partly to our ever changing field.

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JOB DESCRIPTION

After completion of 1500 hours of Cosmetology practice and study, the development of the student has been achieved in the world of his professional trade and his obligations pertaining to the trade.

These achievements are the important factors which develop employment and better understanding in the many skills in the field of Cosmetology.

These skills include: ethics, good grooming, poise, safety, accuracy, and professionalism. Civic and public relations are expected and carried out.

Duty A Managing Business and Shop

- 1 Greeting customers**
- 2 Answer telephone**
- 3 Schedule appointments (by telephone or direct contact)**
- 4 Maintain customer's service record**

(TASK STATEMENT) GREETING CUSTOMERS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|--|
| Appointment book Service check Chair Styling station Patron | Review patron's name before she comes in or before you greet her Warm, sincere smile with greeting Call by name Help with coat Escort to station Hold chair steady Get or wait for instruction | Hold chair – patron may miss seat if chair swivels (especially senior-citizen) Remove rubbers or galoshes |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Determine name Determine if styling chair swivels free or locks Decide to get instructor | Appointment book, guest check, another student, teacher, we all like to be called by name Look Patron anxiety | Not knowing name Not holding chair Not excusing yourself, not engaging in pleasant conversation while waiting |

(TASK STATEMENT) GREETING CUSTOMERS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--------------------------|---|----------------------------------|--|
| | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Talking Observing | Polite, modulated voice, what service to be performed Patron anxiety Patron's needs | Clarity Making judgements | |

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13

(TASK STATEMENT) ANSWER TELEPHONE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| Telephone Pencil Pen Appointment book Pad Telephone directory | Arrange desk Answer promptly Identify company Receive message Conversation close | Wet hands or hair — stormy weather |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Customer's attitude Customer's needs | Customer complaint Appointment book | Not answering on first or second ring Loud voice Improper grammar and slang use |

(TASK STATEMENT) ANSWER TELEPHONE

| | | | |
|--------------------------|--|-----------------------|---------------------------------------|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
| Speaking | | Voice tone | Clarity of speech and proper grammar. |
| 16 | | | 17 |

(TASK STATEMENT) SCHEDULE APPOINTMENTS (BY TELEPHONE OR DIRECT CONTACT)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|---|
| <p>Telephone Pencil Pen Appointment book Pad Telephone directory</p> | <p>Telephone: Arrange desk Answer promptly Identify company Entrance approach to making appointment: Acknowledgement of appointment Write appointment in appointment book In case of direct contact, give patron information appointment card Closing</p> | |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Appointment schedule Determine time of service for operator Patron's telephone number</p> | <p>Convenience of openings Type of service Type of service, patron's history of, not keeping appointment</p> | <p>Patron booked to close Patron booked to close Transpose number</p> |

(TASK STATEMENT) SCHEDULE APPOINTMENTS (BY TELEPHONE OR DIRECT CONTACT)

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---------------------|---|--|--|
| | | Measurement: non-geometric – time | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Speaking Writing | Discourteous Misspelled names, transpose numbers, illegible handwriting | Clarity of expression Clarity of expression | |

(TASK STATEMENT) MAINTAIN CUSTOMER'S SERVICE RECORD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|--|--|
| Index record drawer Pen Pencil Eraser Record card | Select record card from file Give record card to operator Receive record card from operator See that all information is recorded correctly File card in proper place | |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Type of record card Determine where to file | Service rendered Patron's name and service | Wrong card Wrong name and file drawer |

(TASK STATEMENT) MAINTAIN CUSTOMER'S SERVICE RECORD

| | | | |
|--------------------------|--|---|--|
| SCIENCE | | MATH - NUMBER SYSTEMS | |
| | | | |
| | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | | <u>EXAMPLES</u> | |
| Reading Writing | | Location of card Information on card | |
| | | | |
| 24 | | 25 | |

Duty B Maintaining Dispensary

- 1 Select and order supplies

(TASK STATEMENT) SELECT AND ORDER SUPPLIES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|--|
| Pad Pencil Price lists Catalogues | Take inventory Prepare invoice List needed supplies | Over/under ordering |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Determine amount needed Determine company Determine space | Inventory, operator needs Availability, price Limited/unlimited | Incomplete inventory Overpay, late order In calculating space needed |

(TASK STATEMENT) SELECT AND ORDER SUPPLIES

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|---|---|--|
| | | Measurement: non-geometric — liquid Measurement: geometric — linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking Writing Listening Seeing/observing Reading | Order over phone Invoice To supplier Space to store supplies Catalogues — inventory | Terminology/general vocabulary Penmanship, spelling, description, terminology general vocabulary Make judgements Visual analysis Word recognition, number recognition, terminology | |

Duty C Sanitizing and Sterilizing Equipment

- *1 Prepare a wet sterilizer**
- 2 Prepare dry sterilizer**
- 3 Sterilize metal implements**
- 4 Sterilize electrical equipment**
- 5 Sterilize combs and brushes**
- 6 Sterilize curlers**
- 7 Clean work area**

(TASK STATEMENT) PREPARE A WET STERILIZER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|--|
| Quaternary ammonium compound — 1:1000 strength "quats" Formalin 10 - 25% Receptacle with cover Water Measuring cups Stirrer | Gather materials Read manufacturer's instructions Mix quats or formalin according to desired: Active ingredient — 10% 12½% 15% Ounces — 1¼ oz. 1 oz. ¾ oz. Amount of H ₂ O — 1 gal. 1 gal. 1 gal. | Splashing Safety glasses |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Location of sterilizer Size of receptacle | - Select a location where time and physical fatigue would be minimized - Implements must be immersed | - Failing to mix solutions with the necessary percentage of sterilization Receptacle too large or too small |

(TASK STATEMENT) PREPARE A WET STERILIZER

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|--|---|--|
| Basic bacteriology, sterilization and sanitation Basic chemistry (elements, compound, mixtures; acids, bases, salts) | | Measurement: non-geometric – time, temperature, liquid, dry | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading | Unsanitary combs and brushes. Instructions on manufacturer's labels | Recognition of symbols Long term memory | |

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35

(TASK STATEMENT) PREPARE DRY STERILIZER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|--|
| <p>Airtight cabinet Fumigant container Formalin liquid or Formalin tablet Cotton or Borax Measuring spoons</p> | <p>Collect materials 1 tablespoon Borax or 1" cotton ball Place 1 tablespoon Borax or 1" cotton ball in fumigant container and add 1 tablespoon of Formalin or 1 Formalin tablet Place fumigant container in airtight cabinet</p> | <p>Dripping or spilling on skin Safety glasses</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Location of sterilizer</p> | <p>Select a location where time and physical fatigue would be minimized</p> | <p>Chemical burns on skin Selecting an ineffective cabinet causing con- tamination</p> |

(TASK STATEMENT) PREPARE DRY STERILIZER

| | | | |
|--|---|---|--|
| SCIENCE | | MATH - NUMBER SYSTEMS | |
| Basic bacteriology, sterilization and sanitation Basic chemistry (elements, compounds, mixtures, acids, bases, salts) | | Measurement: non-geometric - time, temperature, liquid, dry | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading | Unsanitary combs and brushes Instructions on manufacturer's labels | Recognition of symbols Long term memory | |
| 38 | | 39 | |

(TASK STATEMENT) STERILIZE METAL IMPLEMENTS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|--|---|
| <p>Steel pusher Manicure nipper Manicure scissors Steel file Hair cutting scissors Hair cutting razor Hair cutting clippers Cotton 70% alcohol Soap solution</p> | <p>Collect dirty implements Rinse implements to remove dirt Wash implements in soap solution, Rinse Emerse manicure implements in 70% alcohol for twenty minutes Wipe hair cutting implements with piece of cotton saturated in 70% alcohol Wipe implements dry Store in dry sanitizer</p> | <p>Personal injury Contamination of solutions Spread of disease Moisture left on instruments</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Kinds of cleansers and germicides</p> | <p>Presence of dirt, hair in combs and brushes</p> | <p>Leaving moisture on implements causing rusting Cuts and abrasions from lack of handling instruments carefully Failure to follow steps of sanitation causing spread of diseases</p> |

(TASK STATEMENT) STERILIZE METAL IMPLEMENTS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|---|---|--|
| Basic bacteriology, sterilization and sanitation Basic chemistry (elements, compounds, mixtures, acids, bases, salts) | | Measurement: non-geometric – time, temperature, liquid, dry | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading | Unsanitary combs and brushes Instructions on manufacturer's labels | Recognition of symbols Long term memory | |

(TASK STATEMENT) STERILIZE ELECTRICAL EQUIPMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|---|
| <p>Electrical equipment Cotton – 2½" square 70% alcohol</p> | <p>Gather materials and disconnect equipment Roll cotton into ball in palms of hands Saturate cotton ball with 70% alcohol Wipe off electrical equipment with cotton ball Store equipment in proper place</p> | <p>Dropping equipment – breakage Handling equipment with wet hands – electrical shock and burns</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Kinds of cleansers and germicides</p> | <p>Presence of dirt, hair in combs and brushes</p> | <p>Failure to disconnect equipment from socket during cleaning</p> |

(TASK STATEMENT) STERILIZE ELECTRICAL EQUIPMENT

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|---|---|--|
| Basic bacteriology, sterilization and sanitation Basic chemistry (elements, compounds, mixtures, acids, bases, salts) | | Measurement: non-geometric – time, temperature, liquid, dry | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading | Unsanitary combs and brushes Instructions on manufacturer's labels | Recognition of symbols Long term memory | |
| 46 | | 47 | |

(TASK STATEMENT) STERILIZE COMBS AND BRUSHES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|--|--|
| <p>Hair remover tool Combs Brushes Quats solution Formalin solution Soap solution Towels</p> | <p>Make disinfectant quaternary ammonium compounds solution (quats solution) Make formalin solution, then soap solution Gather dirty combs and brushes Remove hair from combs and brushes Rinse combs and brushes Wash combs and brushes in soap solution Rinse combs and brushes Place in quats solution three to five minutes Rinse, then towel dry Place in brush dryer Store in sanitary cabinet</p> | <p>Contamination of solutions – spread of disease Safety glasses</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Kinds of cleansers and germicides</p> | <p>Presence of dirt, hair in combs and brushes</p> | <p>Failure to follow sanitary rules</p> |

(TASK STATEMENT) STERILIZE COMBS AND BRUSHES

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|---|---|--|
| Basic bacteriology, sterilization and sanitation Basic chemistry (elements, compounds, mixtures, acids, bases, salts) | | Measurement: non-geometric – time, temperature, liquid, dry | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading | Unsanitary combs and brushes Instructions on manufacturer's labels | Recognition of symbols Long term memory | |
| 50 | | 51 | |

(TASK STATEMENT) STERILIZE CURLERS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|--|---|
| <p>Sanitizing solutions Quats solution Soap solution</p> | <p>Make disinfectant quaternary ammonium compounds solution (quats solution) Make soap solution Gather dirty curlers Remove hair from curlers Rinse curlers Wash curlers in soap solution Rinse curlers Place in quats solution three to five minutes Rinse, then towel dry Place in dryer Store in sanitary cabinet</p> | <p>Contamination of solutions – spread of disease</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Kinds of cleansers and germicides</p> | <p>Presence of dirt, hair in curlers</p> | <p>Failure to follow sanitary rules</p> |

(TASK STATEMENT) STERILIZE CURLERS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|---|--|
| Basic bacteriology, sterilization and sanitation. Basic chemistry (elements, compounds, mixtures, acids, bases, salts) | | Measurement: non-geometric — time, temperature, liquid, dry | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading | Unsanitary curlers Instructions on manufacturer's labels | Recognition of symbols Long term memory | |
| 54 | | 55 | |

3. (TASK STATEMENT) CLEAN WORK AREA

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|---|
| Cleaning cloths Detergent soap Antiseptic cleanser | Wash area in detergent solution Wipe area Spray with antiseptic cleanser Wipe with clean cloth | Spills on floor |
| <div data-bbox="357 1061 519 1101"><u>DECISIONS</u></div> <div data-bbox="128 1107 337 1153">Detergent type</div> <div data-bbox="165 1359 233 1412">56</div> | <div data-bbox="1026 1061 1111 1101"><u>CUES</u></div> <div data-bbox="776 1107 958 1153">Stained areas</div> | <div data-bbox="1655 1061 1798 1101"><u>ERRORS</u></div> <div data-bbox="1426 1107 1770 1153">Allowing liquids to stand</div> <div data-bbox="1913 1359 1980 1412">57</div> |

(TASK STATEMENT) CLEAN WORK AREA

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|---|---|--|
| Basic bacteriology, sterilization and sanitation | | Measurement: non-geometric — temperature, liquid, dry | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading | Recognition of soil and stain Follow manufacturer's instructions | Analysis of surfaces Comprehension of products | |
| 58 | | 59 | |

Duty D Performing Manicures and Pedicures

- 1 Analyze shape and problems of nails
- 2 Select and arrange manicure equipment on tray or table
- 3 Give a water manicure
- 4 Give a hot oil manicure
- 5 Give an electric manicure
- 6 Repair nails
- 7 Apply artificial nails
- 8 Give a hot oil pedicure
- 9 Give an electric pedicure
- 10 Give a water pedicure
- 11 Give a hand and arm massage
- 12 Give a foot massage
- 13 Give a hand and arm bleach
- 14 Give a lash and brow tint
- 15 Give an eyebrow tweezing
- 16 Shape brows with wax depilatory
- 17 Remove superfluous hair with chemical depilatory
- 18 Remove superfluous hair with wax depilatory

(TASK STATEMENT) ANALYZE SHAPE AND PROBLEMS OF NAILS

| TOOLS; EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|---|--|
| <p>Manicure pillow Towel Cotton Sanitizing solution Polish remover Table Manicure stool</p> | <p>Sanitize hands Sanitize manicure table Arrange table with supplies Seat patron Sanitize patron's hands, remove old polish Examine hands for: shape of nails and hands diseases and disorders</p> | <p>Spread of disease</p> |
| DECISIONS | CUES | ERRORS |
| <p>Determination of filing Determination of cosmetics Healthy hands and nails</p> <p>61</p> | <p>Natural growth of nail Condition of hands and nails</p> | <p>Improper diagnoses Improper diagnoses</p> <p>62</p> |

(TASK STATEMENT) ANALYZE SHAPE AND PROBLEMS OF NAILS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|---|---|--|
| Nail anatomy and structure of nail Bacteriology | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Seeing Reading Talking | Selecting proper manicure for dry brittle nails Splitting cuticles/determine what shape to give nails Label on cosmetics Patron preference | Texture, making judgements Making judgements Comprehension Clarity of expression | |

(TASK STATEMENT) SELECT AND ARRANGE MANICURE EQUIPMENT ON TRAY OR TABLE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|--|
| <p>Manicure table Manicure stool Sanitizing jar Towels Sterile cotton in jar Manicure pillow Nail polish kit Finger bowl Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid soap Alcohol Tweezers Buffing powder</p> <p>Patron</p> | <p>Wash and sanitize table Arrange articles on table</p> | <p>Spread of disease - Improper placement of implements and supplies Spillage.</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Location of articles Type of manicure</p> <p>65</p> | <p>The question of preservice Dryness and structure of nails</p> | <p>Improper sanitation measures</p> <p>66</p> |

(TASK STATEMENT) SELECT AND ARRANGE MANICURE EQUIPMENT ON TRAY OR TABLE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|--|--|
| Basic anatomy of nails and skin Cosmetic chemistry Economy of motion and time | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing Reading | Proper location of manicure table Instructions on labels | Making judgements Recognition and understanding | |

67

68

(TASK STATEMENT) GIVE A WATER MANICURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|--|
| <p>Manicure table Manicure stool Sanitizing jar Towels Sterile cotton in jar Manicure pillow Nail polish kit Finger bowl Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid soap Alcohol Tweezers Buffing powder</p> <p>Patron</p> | <p>Wash and sanitize hands Sanitize table Arrange table Seat patron Sanitize patron's hands, remove old polish Examine patron's hands File nails Soak cuticles Apply cuticle remover Scrub nails Cut cuticle and apply cuticle cream or oil Remove oil from nail plate Apply base Apply colored polish Apply top coat Spray nails Clean up area and sanitize</p> | <p>Spread of disease Personal injury</p> |
| <p><u>DECISIONS</u></p> <p>Steel file or emery board Color selection of polish Shape of nails</p> <p>69</p> | <p><u>CUES</u></p> <p>Soft or hard nails Color blending Shape of fingers and hands — patron preference</p> | <p><u>ERRORS</u></p> <p>Incorrect filing of nails Unsanitary instruments Incorrect filing of nails</p> <p>70</p> |

(TASK STATEMENT) GIVE A WATER MANICURE

| | | | |
|--|---|--|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> Touching Reading Observation | <u>EXAMPLES</u> Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | <u>SKILLS/CONCEPTS</u> Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) GIVE A HOT OIL MANICURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|--|---|
| <p>Manicure table Manicure stool Sanitizing jar Towels Sterile cotton in jar Manicure pillow Nail polish kit Finger bowl Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid soap Alcohol Buffing powder</p> | <p>Wash and sanitize hands Sanitize table Arrange table Seat patron Sanitize patron's hands, remove old polish Examine patron's hands File nails Soak cuticles Place fingers in oil cup or if mitts used, massage hands, place in gloves Scrub nails Massage hands and arms Remove oil from nail plate Apply base Apply colored polish Apply top coat Spray nails Clean up area and sanitize</p> | <p>Spread of disease Personal injury</p> |
| DECISIONS | CUES | ERRORS |
| <p>Steel file or emery board Color selection of polish Shape of nails</p> | <p>Soft or hard nails Color blending Shape of fingers and hands - patron preference</p> | <p>Incorrect filing of nails Unsanitary instruments Incorrect filing of nails</p> |

(TASK STATEMENT) GIVE A HOT OIL MANICURE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | Measurement: non-geometric – time, temperature, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture of nails Comprehension Making judgements | |

(TASK STATEMENT) GIVE AN ELECTRIC MANICURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|---|---|
| <p>Manicure table Manicure stool Sanitizing jar Towels Manicure pillow Nail polish kit Finger bowl Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid/soap Alcohol Tweezers Sterile cotton in jar</p> <p>Patron</p> | <p>Wash and sanitize hands Sanitize table Arrange table Seat patron Remove old polish Examine patron's hands File nails Soak cuticles Apply cuticle remover Scrub nails Cut cuticle and apply cuticle cream or oil Remove oil from nail plate Apply base Apply colored polish Apply top coat Spray nails Clean up area and sanitize</p> | <p>Spread of disease Personal injury</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Steel file or emery board Color selection of polish</p> | <p>Soft or hard nails Color blending</p> | <p>Incofract filing of nails Unsanitary instruments</p> |

(TASK STATEMENT) GIVE AN ELECTRIC MANICURE

| | | | |
|--|--|--|--|
| SCIENCE | | MATH – NUMERICAL SYSTEMS | |
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Touching Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) REPAIR NAILS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|---|---|
| <p>Manicure table Manicure stool Sanitizing jar Towels Sterile cotton in jar Manicure pillow Nail polish kit Finger bowl Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid soap Alcohol Tweezers</p> | <p>Wash and sanitize hands Examine damaged nail Remove roughness Saturate mending tissue in mending liquid Place on nail, turn tissue under nail at damaged area Reapply liquid and allow to dry Apply polish Sanitize and clean up</p> | <p>Spread of disease Personal injury</p> |
| DECISIONS | CUES | ERRORS |
| <p>Steel file or emery board Color selection of polish</p> | <p>Soft or hard nails Color blending</p> | <p>Incorrect filing of nails Unsanitary instruments</p> |

(TASK STATEMENT) REPAIR NAILS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) APPLY ARTIFICIAL NAILS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|---|
| <p>Manicure table Manicure stool Sanitizing jar Towels Sterile cotton in jar Manicure pillow Nail polish kit Finger bowl Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid soap Alcohol Tweezers</p> <p>Artificial nail kit Patron</p> | <p>Give plain manicure up to application of base coat Apply protective nail Prepare mixture Brush mixture on nail Allow nail to dry for given period of time Remove shield Wash nails thoroughly and allow to dry Apply base coat, polish and sealer Clean up and sanitize</p> | <p>Personal injury</p> |
| DECISIONS | CUES | ERRORS |
| <p>How to shape nail Polish selection</p> | <p>Length of fingers Color blending</p> | <p>Spilling liquid on skin Unsanitary instruments</p> |

(TASK STATEMENT) APPLY ARTIFICIAL NAILS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) GIVE A HOT OIL PEDICURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| <p>Sanitizing jar Towels Sterile cotton in jar Nail polish kit Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid soap Alcohol Tweezers Chair Two foot stools Antiseptic lotion Foot basin Toe separators</p> <p>Oil, cream, lotion Infrared lamp Patron</p> | <p>Wash and sanitize hands Arrange pedicure area Seat patron Have patron remove hose and shoe Place patron's feet on low stool Seat yourself Saturate cotton with antiseptic lotion and sanitize patron's feet File nails Soak feet five to ten minutes Dry feet — remove cuticle Apply oil, cream, lotion and massage Apply additional lotion if needed Apply infrared lamp thirty inches from feet for three to five minutes Remove excess oil Apply toe separators and polish nails Clean up and sanitize</p> | <p>Spread of disease Personal injury</p> |
| <u>DECISIONS</u> | <u>QUESTIONS</u> | <u>ERRORS</u> |
| <p>Steel file or emery board Color selection of polish</p> | <p>Soft or hard nails Color blending</p> | <p>Incorrect filing of nails Unsanitary instruments</p> |

(TASK STATEMENT) GIVE A HOT OIL PEDICURE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | Measurement: non-geometric – time, temperature, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) GIVE AN ELECTRIC PEDICURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|---|
| <p>Sanitizing jar Towels Sterile cotton in jar Nail polish kit Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid soap Alcohol Tweezers Chair Two foot stools Antiseptic lotion Foot basin</p> | <p>Wash and sanitize hands Arrange pedicure area Seat patron Have patron remove hose and shoes Place patron's feet on low stool Seat yourself Saturate cotton with antiseptic lotion and sanitize patron's feet File nails Soak feet five to ten minutes Dry feet – remove cuticle Apply oil, cream, lotion and massage Remove excess oil Apply toe separators and polish nails Clean up and sanitize</p> | <p>Spread of disease Personal injury</p> |
| <p><u>DECISIONS</u> Steel file or emery board Color selection of polish</p> | <p><u>CUES</u> Soft or hard nails Color blending</p> | <p><u>ERRORS</u> Incorrect filing of nails Unsanitary instruments</p> |

(TASK STATEMENT) GIVE AN ELECTRIC PEDICURE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | Measurement: non-geometric – time, temperature, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) GIVE A WATER PEDICURE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|--|
| <p>Sanitizing jar Towels Sterile cotton in jar Nail polish kit Nail file Emery board Cuticle brush Cuticle nipper Steel pusher Nail buffer Orangewood stick Cuticle scissors Liquid soap Alcohol Tweezers Chair Two foot stools Antiseptic lotion Foot basin</p> | <p>Wash and sanitize hands Arrange pedicure area Seat patron Have patron remove hose and shoes Place patron's feet on low stool Seat yourself Saturate cotton with antiseptic lotion and sanitize patron's feet File nails Soak feet five to ten minutes Dry feet — remove cuticle Apply oil, cream, lotion and massage Remove excess oil Apply toe separators and polish nails Clean up and sanitize</p> | <p>Spread of disease Personal injury</p> |
| <p><u>DECISIONS</u></p> <p>Steel file or emery board Color selection of polish</p> | <p><u>CUES</u></p> <p>Soft or hard nails Color blending</p> | <p><u>ERRORS</u></p> <p>Incorrect filing of nails Unsanitary instruments</p> |

(TASK STATEMENT) GIVE A WATER PEDICURE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | Measurement: non-geometric – time, temperature, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching: Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) GIVE A HAND AND ARM MASSAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| <p>Towels Cotton Spatulas Cleansing cream Massage cream Antiseptic lotion Astringent lotion Patron</p> | <p>Wash hands and, sanitize Arrange manicure table Seat patron Apply antiseptic lotion Examine hands and arms Apply cleansing cream Apply hot towels Apply massage cream Wrist to elbow massage — first inner arm then outer arm Palm to elbow movement Finger to palm movement Palm to elbow movement Stroking movement from fingers to elbow Joint movement (fingers — wrist — elbow) Remove cream with tissue, apply hot towels, apply astringent Give water manicure Clean up and sanitize</p> | <p>Spread of disease Personal injury</p> |
| DECISIONS | CUES | ERRORS |
| <p>Steel file or emery board Color selection of polish</p> | <p>Soft or hard nails Color blending</p> | <p>Incorrect filing of nails Unsanitary instruments</p> |

(TASK STATEMENT) GIVE A HAND AND ARM MASSAGE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry | | Measurement: non-geometric – temperature, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) GIVE A FOOT MASSAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|---|
| <p>Sanitizing jar Cotton Spatulas Cleansing cream Massage cream Antiseptic lotion Astringent lotion Two foot stools Chair Foot basin Oil, cream, lotion Towels Patron</p> | <p>Wash hands and sanitize Seat patron Apply antiseptic lotion Examine feet and legs Apply cleansing cream Apply hot towels Apply massage cream Ankles to knees massage - first, inner side of leg and then outer side of leg Heel to knee movement Toe to heel movement Heel to knee movement Stroking movement from toes to knee Joint movement (toes — ankle — knee) Remove cream and apply astringent Clean up and sanitize.</p> | <p>Spread of disease, Personal injury</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Steel file or emery board Color selection of polish</p> | <p>Soft or hard nails Color blending</p> | <p>Incorrect filing of nails Unsanitary instruments</p> |

(TASK STATEMENT) GIVE A FOOT MASSAGE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|--|--|--|
| Basic anatomy of nails and skin Basic knowledge of cosmetic chemistry. | | Measurement: non-geometric – temperature, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observation | Roughness of skin Instructions on labels Cuticle growth/removal of cuticle | Texture Comprehension Making judgements/inferences | |

(TASK STATEMENT) GIVE A HAND AND ARM BLEACH

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|--|
| <p>Manicure table Manicure stool Patron's chair Body lotion Cotton Towels Hand and arm bleach kit Patron</p> | <p>Wash and sanitize hands Assemble supplies, etc. Examine skin Apply bleach according to directions Apply body lotion Clean up and sanitize area</p> | <p>Personal injury</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Type bleach Processing</p> | <p>Dryness of skin Lesions</p> | <p>Burned skin Eruptions on skin</p> |

(TASK STATEMENT) GIVE A HAND AND ARM BLEACH

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|---|---|---|--|
| Basic anatomy of skin Basic cosmetic chemistry | | Measurement: non-geometric — time, liquid, dry | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading | Analysis of skin type Instructions on labels | Recognition of irregularities Understanding directions | |
| | | | |

(TASK STATEMENT) GIVE A LASH AND BROW TINT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|---|--|
| <p>Cleansing cream Body lotion Lash and brow tint Lash and brow stabilizer Skin soap Towels Eye shields Q-tips Make-up kit Patron</p> | <p>Assemble supplies in facial room Seat patron in facial chair Wash and sanitize hands Cleanse patron's skin Examine skin Apply eye pads Apply tint Apply stabilizer Apply body lotion Clean and sanitize area</p> | <p>Place/eye pads on properly Tint on skin and in eyes Contaminating tint and stabilizer</p> |
| <u>DECISIONS</u> Type of tint | <u>CUES</u> Skin eruptions or lesions. | <u>ERRORS</u> Tint in eyes and skin Using same applicator for tint and stabilizer |

(TASK STATEMENT) GIVE A LASH AND BROW TINT

| | | | |
|--|--|--|--|
| SCIENCE | | MATH — NUMBER SYSTEMS | |
| Basic skin anatomy Basic cosmetic chemistry | | Measurement: non-geometric — time, liquid | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Observing Reading | Skin breakage Manufacturer's instructions | Recognition of skin changes Understanding/comprehension | |

(TASK STATEMENT) GIVE AN EYEBROW TWEEZING

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|--|---|
| <p>Cleansing cream Cotton Hot towel Sanitizing jar (70% alcohol) Witch hazel Tweezers Manicure scissors Patron</p> | <p>Assemble supplies Wash and sanitize hands Seat patron in facial room Cleanse skin Examine skin and face shape Apply hot applications Tweeze brows direction of hair growth giving definite shape Apply astringent Clean up and sanitize</p> | <p>Pinching skin Tweezing brows against hair growth</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Shape of brows according to face construction</p> | <p>Width and length of brows</p> | <p>Breaking skin with tweezers Creating stubbles</p> |

(TASK STATEMENT) GIVE AN EYEBROW TWEEZING

| SCIENCE. | | MATH – NUMBER SYSTEMS | |
|---|--|---|--|
| Basic anatomy of skin Basic cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Observing Touching | Hair texture Show how to control skin | Perception and analysis of hair Elasticity | |

(TASK STATEMENT) SHAPE BROWS WITH WAX DEPILATORY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|--|
| <p>Soap and water Talcum powder Wax Orangewood stick Body lotion Antiseptic lotion Patron</p> | <p>Wash skin with soap and water Rinse and dry thoroughly Spread talcum powder over skin surface Melt wax in a double boiler over stove Test temperature and consistency of heated wax by applying a little over arm Spread wax over area with orangewood stick following direction of hair growth Allow wax to cool and harden Quickly pull off wax against direction of hair growth Massage area Dust off remaining powder from skin Apply an emollient cream or antiseptic lotion to area treated</p> | <p>Personal injury — skin burns, wax in eyes Do not use: under arms, over warts, moles, abrasions, or any irritated or inflamed areas.</p> |
| DECISIONS | CUES | ERRORS |
| <p>Determine if wax is comfortable temperature Determine consistency of wax to be pulled off</p> | <p>Check temperature on arm Does wax stick to finger when tapped?</p> | <p>Skin burns If wax has hardened too much it has to be chipped off</p> |

(TASK STATEMENT) SHAPE BROWS WITH WAX DEPILATORY

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|---|--|
| Absorption (talc and oils) Allergic rxn5 (wax) Temperature and specific heat (wax) | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Reading Touching Seeing/observing | Read manufacturer's instructions Wax hardness Wax hardness | Comprehending Making judgements Visual analysis | |

(TASK STATEMENT) REMOVE SUPERFLUOUS HAIR WITH CHEMICAL DEPILATORY

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| <p>Cleanser Talcum powder Cotton Body lotion Chemical depilatory Skin soap Drape Towels Patron</p> | <p>Arrange supplies in facial room Drape patron Wash and sanitize hands Cleanse patron's skin Apply talcum Apply chemical depilatory according to manufacturer's instructions Wash skin Apply body lotion Clean up and sanitize.</p> | <p>Personal injury Spread of disease Fumes from chemicals</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Selection of depilatory Hair strength</p> | <p>Sensitivity of skin Hair texture</p> | <p>Burning of skin, eyes Chemical spills</p> |

(TASK STATEMENT) REMOVE SUPERFLUOUS HAIR WITH CHEMICAL DEPILATORY

| | | | |
|--|--|---|--|
| SCIENCE | | MATH — NUMBER SYSTEMS | |
| Basic cosmetic chemistry Basic skin anatomy | | Measurement: non-geometric — time, liquid | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Observing Touching | Hair texture Show how to control skin | Perception and analysis of hair Elasticity | |

(TASK STATEMENT) REMOVE SUPERFLUOUS HAIR WITH WAX DEPILATORY

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|---|--|
| Absorption (talc and oils) Allergic rxn5 (wax) Temperature and specific heat (wax) | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Reading Touching Seeing/observing | Read manufacturer's instructions Wax hardness Wax hardness | Comprehending Making judgements Visual analysis | |

Duty E

Performing Skin Care

1. Analyze facial skin problems
2. Prepare patron for skin care services
3. Give a facial massage
4. Give a plain facial
5. Give a facial pack
6. Give a hot oil mask
7. Give a high frequency facial
8. Apply daytime make-up
9. Apply evening make-up

(TASK STATEMENT) ANALYZE FACIAL SKIN PROBLEMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|---------------------------|
| <p>Cotton Creams Lotions Towels Drape Facial chair and stool Patron</p> | <p>Wash and sanitize hands and drape facial chair Prepare patron Remove make-up Analyze skin</p> | <p>Personal injury</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Skin texture Elasticity</p> | <p>Sight Touch</p> | <p>Improper movements</p> |

(TASK STATEMENT) ANALYZE FACIAL SKIN PROBLEMS

| | | | |
|---|---|------------------------------|--|
| SCIENCE | | MATH — NUMBER SYSTEMS | |
| Anatomy of skin and scalp Basic cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |

(TASK STATEMENT) PREPARE PATRON FOR SKIN CARE SERVICES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|-------------------------------------|
| Facial chair Facial stool Facial steamer. Infrared lamp High frequency electrode Cleansing tissues Cotton Talcum powder. Head covering or band Sheet or drape Towels Spatulas Lotions Make-up tray Patron | Remove patrons jewelry, shoes and outer garments Drape patron Direct patron to facial chair | |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> Protection of hair |

(TASK STATEMENT) PREPARE PATRON FOR SKIN CARE SERVICES

| | | | |
|---|---|------------------------------|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Anatomy of skin and scalp Basic cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |

(TASK STATEMENT) GIVE A FACIAL MASSAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| <p> Creams, emollient (massage) Lotions Spatulas Cotton Tissues Patron </p> | <p> Apply cream Neck movement (front) Shoulder movement Neck movement (back) Chin movement Lower cheek movement Temple and forehead movement Nose, cheek, mouth, and chin movement Mouth, cheek, eye and forehead movement Completion movement </p> | <p> Personal injury Remaining creams </p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p> Facial creams Hot and cold packs </p> | <p> Dryness Oiliness Diseased Moisture </p> | <p> Uneven pressure Cream contact in eyes and hairline Removal of creams </p> |

(TASK STATEMENT) GIVE A FACIAL MASSAGE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|--|---|--|
| Anatomy of skin and scalp Basic cosmetic chemistry | | Measurement: non-geometric — time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Reading Touching | Skin texture type Manufacturer's instructions Degree of coarseness of skin | Visual analysis Perception/understanding Sensitivity or feeling | |

(TASK STATEMENT) GIVE A PLAIN FACIAL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|--|
| Facial chair Facial stool Facial steamer Infrared lamp High frequency electrode Cleansing tissues Cotton Talcum powder Head covering or band Sheet or drape Towels Spatulas Lotions Make-up tray Patron Cleansing cream Tissue cream | Apply hot towel Apply cleansing cream Remove cleansing cream Apply hot wet towels Apply massage cream Apply manipulations Remove massage cream with tissue Apply hot towels, apply astringent Apply make-up Clean up | Eyes, ears, skin sanitation measures |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Type of creams Type of lotions | Dry skin Oily skin Disorders or disease of skin | Cream removal Irritations Aggravations |

(TASK STATEMENT) GIVE A PLAIN FACIAL

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|-----------------------------------|--|
| Anatomy of skin and scalp Basic cosmetic chemistry | | Measurement: non-geometric – time | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |

146

147

146

147

(TASK STATEMENT) GIVE A FACIAL PACK

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|---|---|
| <p>Cotton Tissues Spatula Towels Witch hazel - astringent Pack material</p> | <p>Give plain facial Apply pack according to manufacturer's instructions Use moistened cotton witch hazel pads on eyes Allow pack to dry Remove pack carefully with warm towel Apply astringent Apply make-up</p> | <p>Nose, mouth Rubbing material into skin</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Type of creams Treatment of irregularities</p> | <p>Dryness Oiliness Medicated</p> | <p>Application of cream Removal of cream</p> |

(TASK STATEMENT) GIVE A FACIAL PACK

| | | | |
|---|---|-----------------------------------|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Anatomy of skin and scalp Basic cosmetic chemistry | | Measurement: non-geometric – time | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |
| 150 | | 151 | |

(TASK STATEMENT) GIVE A HOT OIL MASK

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|--|
| <p>Head cover Oil and applicator Gauze — 8" Cotton Dermal lamp with red globe Eye pads Patron</p> | <p>Give plain facial Apply moistened gauze with warm oil and apply to throat and face Cover eyes with pads Place dermal light 24" from face Allow patron to rest five to ten minutes Remove gauze Apply additional emollient or moisture cream Give manipulations Apply warm steam towel Apply astringent lotion Apply make-up</p> | <p>Personal Injury Dermal lamp too close Oil too hot</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Type of oil Length of time for mask</p> <p>152</p> | <p>Degree of dryness</p> <p>153</p> | <p>Oils in eyes Too much heat Misjudging lamp distance</p> |

(TASK STATEMENT) GIVE A HOT OIL MASK

| SCIENCE | MATH - NUMBER SYSTEMS |
|---|---|
| Anatomy of skin and scalp Basic cosmetic chemistry | Measurement: non-geometric - time, liquid |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|--------------------------|---|------------------------------|
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences |

154

155

(TASK STATEMENT) GIVE A HIGH FREQUENCY FACIAL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|--|
| <p>Acne cream or ointment Acne lotion Antiseptic Cleansing cream Medicated cream Towels Astringent for oily skin Facial glass electrode Medicated soap Skin toner Cotton or mask Supplies for plain facial Patron</p> | <p>Prepare patron for plain facial Cleanse face with medicated soap Apply acne cream or ointment over face and neck Apply high frequency current with direct application to affected parts for not more than five minutes Remove acne cream with moist warm towel Saturate a thin piece of cotton with acne lotion and apply to face and affected parts Resaturate if necessary and retain for ten minutes Remove cotton and blot with cool wet towel Apply astringent Apply antiseptic Apply lipstick only Clean up</p> | <p>Protect creams and lotions Eyes, ears, mouth and nose Wet hands and equipment Metal contact</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Type of cream Type of lotion</p> | <p>Abrasions on skin Infections in lesions</p> | <p>Contamination of creams and irritation Aggravate condition</p> |

(TASK STATEMENT) GIVE A HIGH FREQUENCY FACIAL

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|-----------------------------------|--|
| Anatomy of skin and scalp Basic cosmetic chemistry | | Measurement: non-geometric – time | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |

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(TASK STATEMENT) APPLY DAYTIME MAKE-UP

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|--|---|
| Creams, emollient (massage) Lotions Spatulas Cotton Tissues Foundation Disposable applicators Blush Face powder Eye shadow Eyebrow pencil Eyeliner Mascara Lip rouge Lip applicators Towels Disposable puffs Patron | Give plain facial Apply foundation Apply powder Apply pressed blush Apply eye shadow and eyeliner Apply mascara Apply eyebrow pencil Apply lipstick | Protect eyes Allergies of skin |
| <u>DECISIONS</u> Type of color selections Correction make-up | <u>CUES</u> Skin tones Wrinkles and dark shadows | <u>ERRORS</u> Pigmentation analysis Improper color fill-ins |

(TASK STATEMENT) APPLY DAYTIME MAKE-UP

SCIENCE

Anatomy of skin and scalp
Basic cosmetic chemistry

MATH - NUMBER SYSTEMS

COMMUNICATIONS

PERFORMANCE MODES

Observing

EXAMPLES

Conditions on skin
Structural change on skin

SKILLS/CONCEPTS

Making judgements/inferences

162

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(TASK STATEMENT) APPLY EVENING MAKE-UP

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|---|
| <p> Creams, emollient (massage) Lotions Spatulas Cotton Tissues Foundation Disposable applicators Blush Face powder Eye shadow Eyebrow pencil Eyeliner Mascara Lip rouge Lip applicator Towels Disposable puffs Patron </p> | <p> Give plain facial Apply foundation Apply foundation of lighter shade in dark areas Apply powder Apply pressed blush Apply eye shadow and eyeliner Apply mascara Apply eyebrow pencil Apply lipstick (use darker tones) </p> | <p> Protect eyes Allergies of skin </p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p> Type of color selections Corrective make-up </p> | <p> Skin tones Wrinkles and dark shadows </p> | <p> Pigmentation analysis Improper color fill-ins </p> |

(TASK STATEMENT) APPLY EVENING MAKE-UP

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|------------------------------|--|
| Anatomy of skin and scalp Basic cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |

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Duty F Performing Scalp Care

- 1 Analyze scalp problems
- 2 Give a manual scalp massage
- 3 Give a mechanical scalp massage
- 4 Give a dandruff treatment
- 5 Give a high frequency treatment
- 6 Give a hair cream paste conditioner
- 7 Give a light therapy scalp treatment
- 8 Give an alopecia scalp treatment

(TASK STATEMENT) ANALYZE SCALP PROBLEMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|--|
| <p>Neck strip Cape Towels Comb Brush Patron</p> | <p>Seat patron Drape patron Sanitize hands Brush hair Part hair with comb Examine scalp</p> | <p>Skin protection</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Select: Type of massage Type of scalp lotion and cream Type of medication and shampoo</p> | <p>Flexibility of scalp Dry or oily scalp Diseased scalp</p> | <p>Intensify condition Aggravation Spread of disease</p> |

(TASK STATEMENT) ANALYZE SCALP PROBLEMS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|------------------------------|--|
| Anatomy of skin and scalp Basic cosmetic chemistry | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |

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(TASK STATEMENT) GIVE A MANUAL SCALP MASSAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|--|--|
| <p>Neck strip Cape Comb Towels Patron</p> | <p>Seat patron Drape patron Sanitize hands Brush hair Part hair with comb Examine scalp Give relaxing movement Give back of head movements Give forehead movements Give all over scalp movement Give hairline movement Front scalp movement Back scalp movement Ear to ear movement Back movement Shoulder movement Spine movement</p> | <p>Skin protection</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Select: Type of massage Type of scalp lotion and cream Type of medication and shampoo</p> | <p>Flexibility of scalp Dry or oily scalp Diseased scalp</p> | <p>Intensify condition Aggravation Spread of disease</p> |

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(TASK STATEMENT) GIVE A MANUAL SCALP MASSAGE

| | | | |
|---|---|-----------------------------------|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Anatomy of skin and scalp Basic cosmetic chemistry | | Measurement: non-geometric – time | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |
| 175 | | 176 | |

(TASK STATEMENT) GIVE A MECHANICAL SCALP MASSAGE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|---|--|
| <p>Neck strip Cape Comb Brush Scalp electrode Alcohol Cotton Shampoo Patron</p> | <p>Drape patron and remove jewelry Seat patron Examine scalp Section hair Apply scalp cream or lotion Sanitize electrode Apply electrode as prescribed Turn off electrode Sanitize electrode Comb hair Shampoo hair</p> | <p>Health analysis Spread of disease Electric shock</p> |
| DECISIONS | CUES | ERRORS |
| <p>Type of lotions Type of shampoo Amount of electrical current</p> | <p>Oiliness and dryness of scalp Medicated Irritating of condition</p> | <p>Too much or not enough cosmetics Incorrect application Injury to health</p> |

(TASK STATEMENT) GIVE A MECHANICAL SCALP MASSAGE

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|---|---|-----------------------------------|--|
| Anatomy of skin and scalp Basic cosmetic chemistry | | Measurement: non-geometric — time | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |
| 179 | | 180 | |

(TASK STATEMENT) GIVE A DANDRUFF TREATMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|--|--|
| <p>Neck strip Cape Towels Cotton Spatula Applicator bottle Shampoo Scalp lotion Scalp ointment Scalp electrode - high frequency Alcohol Comb Brush Scalp lotion Infrared light Patron</p> | <p>Wash and sanitize hands Drape patron Examine scalp Brush hair five minutes Apply scalp preparation according to scalp condition Apply infrared lamp five minutes Give scalp manipulations using high frequency electrode Shampoo hair with corrective shampoo Towel dry hair Use high frequency three to five minutes Apply scalp preparation suitable for the condition Style hair Clean up work station</p> | <p>Skin protection</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Select: Type of massage Type of scalp lotion and cream Type of medication and shampoo</p> | <p>Flexibility of scalp Dry or oily scalp Diseased scalp</p> | <p>Intensify condition Aggravation Spread of disease</p> |

(TASK STATEMENT) GIVE A DANDRUFF TREATMENT

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|-----------------------------------|
| Anatomy of skin and scalp Basic cosmetic chemistry | Measurement: non-geometric – time |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|--------------------------|---|------------------------------|
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences |

(TASK STATEMENT) GIVE A HIGH FREQUENCY TREATMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|--|
| <p>Alcohol Cotton Neck strip Cape Comb High frequency kit Patron</p> | <p>Wash and sanitize hands Sanitize electrode Drape patron Remove all jewelry and metal accessories Examine scalp Apply scalp lotion Carefully insert electrode in unit Plug unit in wall plug Place electrode on patron's head Turn on current to desired strength Manipulate on scalp Turn off current and remove from head Sanitize and clean up</p> | <p>Wet hands and equipment Metal contact Skin protection</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Select: Type of massage Type of scalp lotion and cream Type of medication and shampoo</p> | <p>Flexibility of scalp Dry or oily scalp Diseased scalp</p> | <p>Intensify condition Aggravation Spread of disease</p> |

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186

(TASK STATEMENT) GIVE A HIGH FREQUENCY TREATMENT

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|---|--|
| Anatomy of skin and scalp Basic cosmetic chemistry | | Measurement: non-geometric – time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences | |
| 187 | | 188 | |

(TASK STATEMENT) GIVE A HAIR CREAM PASTE CONDITIONER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|--|
| <p>Neck strip Cape Towels Plastic wrap Electric cap Cream paste conditioner Comb Patron</p> | <p>Seat and drape patron Wash and sanitize hands Comb hair Examine scalp Shampoo hair Towel dry hair Apply cream to moist hair Place plastic wrap around head Place inner lining of cap on head Place electric cap on head Plug cap in electric plug Adjust temperature Leave on head for given time Remove caps and plastic Rinse and shampoo according to directions</p> | <p>Wet hands Too hot – too cold temperature Hair too wet</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Conditioner, type Frequency of treatments Selection of styling</p> | <p>Dryness and breakage Extensiveness of damage Brittleness of hair</p> | <p>Improper selection of conditioners Hair not receiving enough treatments Improper selecting of styling method causing heightening of the problem</p> |

(TASK STATEMENT) GIVE A HAIR CREAM PASTE CONDITIONER

| | | |
|---|---|------------------------------|
| (TASK STATEMENT) GIVE A HAIR CREAM PASTE CONDITIONER | | |
| SCIENCE | MATH – NUMBER SYSTEMS | |
| Anatomy of skin and scalp Basic cosmetic chemistry | Measurement: non-geometric – time, liquid | |
| COMMUNICATIONS | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences |

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(TASK STATEMENT) GIVE A LIGHT THERAPY SCALP TREATMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|---|
| Neck strip Cape Towels Goggles Lamp for condition of scalp Comb Shampoo Patron | Wash and sanitize hands Drape patron Remove jewelry, glasses, and all hardware Put goggles on patron Examine scalp Operator put on goggles Apply cream or lotion Adjust lamp Apply lamp for given period of time Turn off lamp Remove goggles Shampoo hair Style hair | Lamp applied at safe distance/improper eye coverage |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Lamp adjustment Type of creams and lotions Length of treatment | Irritations on scalp Oiliness Dry flaking | Ineffective rays Aggravation of condition Treatments not given enough |

(TASK STATEMENT) GIVE A LIGHT THERAPY SCALP TREATMENT

| | | | |
|---|---|--|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Anatomy of skin and scalp Basic cosmetic chemistry | | Measurement: non-geometric – time, temperature, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Conditions on skin Structural change on skin | Making judgements/inferences. | |

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(TASK STATEMENT). GIVE AN ALOPECIA SCALP TREATMENT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|---|--|
| <ul style="list-style-type: none"> Neck strip Cape Towels Comb Brush Ultra-violet rays Ointment or lotion Shampoo Patron | <ul style="list-style-type: none"> Give normal scalp treatment Give regular scalp manipulations Shampoo hair Dry hair and scalp thoroughly Expose scalp to ultra-violet rays five to ten minutes Apply ointment or lotion with light manipulations on bald areas Apply high frequency current for five minutes as directed according to directions Style hair using comb only Clean up station | <ul style="list-style-type: none"> Excess water Health problems Improper stimulation |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <ul style="list-style-type: none"> Type of cream or lotion Type of shampoo Type of massage | <ul style="list-style-type: none"> Dryness or oiliness Irritations Scalp irritations | <ul style="list-style-type: none"> Wrong cream or lotion Inflammation of scalp Improper massage |

(TASK STATEMENT) GIVE AN ALOPECIA SCALP TREATMENT

| | | |
|---|--|--|
| (TASK STATEMENT) GIVE AN ALOPECIA SCALP TREATMENT | | |
| SCIENCE | MATH – NUMBER SYSTEMS | |
| Anatomy of skin and scalp Basic cosmetic chemistry | Measurement: non-geometric – time, temperature, liquid | |
| COMMUNICATIONS | | |
| <u>PERFORMANCE MODES</u> Observing | <u>EXAMPLES</u> Conditions on skin Structural change on skin | <u>SKILLS/CONCEPTS</u> Making judgements/inferences |
| 199 | | 200 |

Duty G. Shampooing and Rinsing Hair

- 1 Analyze hair problems**
- 2 Prepare patron for hair services**
- 3 Give a plain shampoo**
- 4 Give a specialized shampoo for various scalp and hair conditions**
- 5 Give a liquid dry shampoo**
- 6 Give a powder dry shampoo**
- 7 Select and apply instant conditioner**
- 8 Select, mix and apply non-color rinses**

(TASK STATEMENT) ANALYZE HAIR PROBLEMS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|--|
| Comb Litmus papers, pencil Liquid tests (pH) Microscope Patron | Comb through hair Check condition of hair Check pH of hair | |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Determine texture (coarse, medium, fine) Determine porosity Determine elasticity Oily, dry, brittle | Touch, sight, microscope Squeezing, cupping, wetting Pull strand of hair Touch, sight, microscope, talking | Weak or frizzy, permanent wave, over-bleach, under-bleach, absorb too much, not enough color, wrong conditioner Weak or frizzy, permanent wave, over-bleach, under-bleach, absorb too much, not enough color, wrong conditioner Weak or frizzy, permanent wave, over-bleach, under-bleach, absorb too much, not enough color, wrong conditioner Weak or frizzy, permanent wave, over-bleach, under-bleach, absorb too much, not enough color, wrong conditioner |

(TASK STATEMENT) ANALYZE HAIR PROBLEMS

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|---|--|---|--|
| Structurally competent (pH 4.5 to 5.5) Anatomy of hair pH | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing Touching Reading Talking | Observing condition of hair Test for elasticity, porosity and texture Testing for pH factor Explain problem to patron | Visual analysis, accuracy Making judgements Comprehension, definition, numbers, terminology instructions Terminology/general vocabulary, persuasion and sales technique, logic, gestures, facial expression, poise, usage | |

204

205

(TASK STATEMENT) PREPARE PATRON FOR HAIR SERVICES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|--|
| Neck strip Towel Plastic Smock Cape Patron | Have patron change into smock Seat patron Select materials and supplies Wash and sanitize hands Turn collar in Remove all jewelry Apply neck strip/towel/plastic Secure cape | Steady chair Cape over back of chair Personal injury Protect clothing Sanitization |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Service to be given | Bleach, color, permanent wave, relaxer, shampoo | Ruin clothing, personal injury, unsanitary |

(TASK STATEMENT) PREPARE PATRON FOR HAIR SERVICES

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|--|--|
| Sterilization — Sanitation — Chemical disinfection Properties of: — Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) | | Measurement: non-geometric — liquid Fundamental Operations (calculation) — addition, subtraction, multiplication and division algorithms Rationals | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Speaking | Telling patron just which service is to be given | Clarity of expression | |

208

209

(TASK STATEMENT) - GIVE A PLAIN SHAMPOO

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|---|---|
| <p>Neck strip Cape Comb, brush Shampoo Towel Hair rinse Patron</p> | <p>Wash and sanitize hands Examine hair and scalp Brush hair Sanitize shampoo bowl Seat patron properly Adjust water temperature and volume Rinse hair and apply shampoo Rinse and apply second shampoo Apply manipulations Rinse and apply after-rinse</p> | <p>Protect skin and clothing Disease and breakage Scalp irritation Personal injury (water on floor) Too hot, too cold (water) Eyes and ears Sanitary implements Chemically treated hair</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Type of shampoo Type of rinse Brush, comb before shampoo</p> | <p>Bleached, tinted, toned, permanent waved, chemically relaxed, damaged Medicated (dandruff), damaged, oily, recondi- tioning Bleached, tinted, toned, permanent waved, chemically relaxed, damaged</p> | <p>Breakage and irritation Breakage, relaxed set, aggravated condition Breakage and irritation</p> |

(TASK STATEMENT) GIVE A PLAIN SHAMPOO

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|--|---|--|
| pH (potential hydrogen) of shampoos Chemistry – structure of oils Chemical composition of soaps Properties of inverted soaps Spreadability of shampoo Surface tension (wetting agents) | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Listening Touching Talking Observing | Patron's preference Performing manipulations Patron asks your opinion Patron has damaged, abused hair | Recognize opinions Use of pressure, movement Making judgements Visual analysis | |
| 212 | | 213 | |

(TASK STATEMENT) GIVE A SPECIALIZED SHAMPOO FOR VARIOUS SCALP AND HAIR CONDITIONS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD. |
|--|--|---|
| Shampoo comb Applicator bottle Shampoo Patron | Analyze hair and scalp Select correct shampoo Read manufacturer's or doctor's instructions Prepare shampoo Give shampoo (see plain shampoo tools) | Eyes and ears Discoloration of hair Interfere with other services Inflammable liquid, open flame |
| DECISIONS | CUES | ERRORS |
| Diagnose which condition exists Determine which shampoo to use Determine proper mixing procedure | Dandruff, dry or oily scalp, dry, brittle, over-lightened or tinted hair, permanently waved, itchy scalp, flaky scalp, split ends, broken hair, scalp abrasions, falling hair, patron complaint Condition of hair on scalp Read manufacturer's instructions or medical doctor's instructions | Condition could be contagious, condition should not be treated by cosmetologist Condition could be contagious, condition should not be treated by cosmetologist, could make condition worse Shampoo could be too weak or too strong |

(TASK STATEMENT) GIVE A SPECIALIZED SHAMPOO FOR VARIOUS SCALP AND HAIR CONDITIONS

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|---|--|--|--|
| Chemistry — structure of oils Chemical composition of soaps pH (potential hydrogen) of shampoos Properties of inverted soaps Spreadability of shampoo Surface tension (wetting agents) | | Fundamental Operations (calculations) — addition, subtraction, multiplication and division algorithms Measurement: non-geometric — liquid Rationals | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Reading Observing Touching Talking Listening | Manufacturer's or doctor's instructions Observing condition of hair and scalp Feeling condition of hair Asking questions Answering questions | General vocabulary, numbers, comprehension Visual analysis, accuracy Making judgements Clarity of expression Discriminate facts from non-facts | |
| 216 | | 217 | |

(TASK STATEMENT) GIVE A LIQUID DRY SHAMPOO

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| <ul style="list-style-type: none"> Neck strip Towel Plastic Smock Cape Comb, brush Shampoo Hair rinse Shampoo comb Applicator bottle Cotton Dish or bowl Liquid dry shampoo Patron | <ul style="list-style-type: none"> Have patron change into smock Wash and sanitize hands Analyze hair and scalp Part hair one inch sections Apply liquid with cotton Rub part with towel Repeat all over head Apply down length of strand all over head Rub strands with towel Remoisten with liquid and set | <ul style="list-style-type: none"> Steady chair Cape over back of chair Personal injury/water on floor Protect clothing Sanitization Disease and breakage Scalp irritation Too hot or too cold/water Eyes and ears Sanitary implements Chemically treated hair Discoloration of hair Interfere with other services Inflammable liquid, open flame Treat patron gently, certain types of injury |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <ul style="list-style-type: none"> Determine amount of liquid to use Determine reason | <ul style="list-style-type: none"> Texture and density Amount of soil Injury, illness | <ul style="list-style-type: none"> Use too much/too little Carelessness with application, treat patron gently |

(TASK STATEMENT) GIVE A LIQUID DRY SHAMPOO

| | | | |
|--|--|--|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Chemistry (benzene/carbon tetrachloride) | | Measurement: non-geometric – liquid Fundamental Operations (calculation) – addition, subtraction, multiplication and division algorithms Rationals | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Reading Observing Touching | Manual instructions How dirty is hair Handle patron gently | Comprehension Visual analysis, making judgements Kinetics/body language | |
| 220 | | 221 | |

(TASK STATEMENT) GIVE A POWDER DRY SHAMPOO

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|---|
| <p>Neck strip Towel Plastic Smock Cape Comb, brush Shampoo Hair rinse Applicator bottle Gauze Two brushes Powder dry shampoo Patron</p> | <p>Have patron change into smock Wash and sanitize hands Analyze hair and scalp Divide hair into four sections Apply powder thick at scalp Allow to remain allotted time Brush thoroughly with gauze-covered brushes Arrange hair in desired style</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing Protect skin/disease and breakage Scalp irritation Personal injury/water on the floor Too hot, too cold/water Eyes and ears Chemically treated hair Discoloration of hair Interfere with other services Inflammable liquid, open flame Treat patron gently Certain types of injury</p> |
| <p><u>DECISIONS</u> Determine how often gauze is changed on brushes</p> <p>222</p> | <p><u>CUES</u> Amount of soil in hair and on brushes</p> | <p><u>ERRORS</u> Hair will not be properly cleansed</p> <p>22</p> |

(TASK STATEMENT) GIVE A POWDER DRY SHAMPOO

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|---|--|
| Absorption/orris root, talc, starch, chalk | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Reading Observing Touching | Manual instructions How dirty is hair Handle patron gently | Comprehension Visual analysis, making judgements Kinetics/body language | |
| 224 | | 225 | |

(TASK STATEMENT) SELECT AND APPLY INSTANT CONDITIONER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|---|--|
| Conditioner Shampoo Applicator bottle Shampoo comb Patron | Choose correct conditioner Read manufacturer's instructions Apply conditioner Rinse, shampoo or leave on | Eyes or ears Allergy |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Those with setting lotion added Determine if hair is tinted, bleached and toned, permanently waved | Set not holding, hair lacks body, limp, life- less, weak, patron complaint Sight, touch, feel, talk | Too much body, too little, insufficient conditioning Too much body, too little, insufficient conditioning usually not done before these services |

226

227

(TASK STATEMENT) SELECT AND APPLY INSTANT CONDITIONER

| SCIENCE | MATH - NUMBER SYSTEMS |
|---|-------------------------------------|
| Potential hydrogen (pH) Chemistry of conditioners Acids, bases and salts Chemical compounds Solutions and emulsions | Measurement: non-geometric — liquid |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|---|---|---|
| Observing Touching Listening Reading Speaking | Patron's hair is sun-bleached, abused or damaged, split ends Hair feels dry and rough Patron complaint Manufacturer's instructions Tell patron about conditioner | Visual analysis Texture Discriminate facts from non-facts, recognize opinions Comprehension, definition, terminology Basic sales techniques, product knowledge |

(TASK STATEMENT) SELECT, MIX AND APPLY NON-COLOR RINSES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|---|--|
| Shampoo comb Applicator bottle or bowl Rinse Shampoo Patron | Determine correct rinse Read manufacturer's instructions Prepare rinse Apply rinse Rinse, shampoo or leave on | Eyes and ears Allergy Discoloration of hair Interfere with other services |
| DECISIONS | CUES | ERRORS |
| Determine which of the following to use: Vinegar Lemon Citric acid Non-strip Reconditioning Medicated Cream | Soap curds, dull hair, hard water Hair matted and tangled, dull Hair matted and tangled, dull Bleached and toned hair Sight, feel Certain hair and scalp disorders Tangled hair, rough hair | Leave on/odor Discoloration, damage if left on Discoloration, damage if left on Used with other manufacturer's products Used when not needed Irritate scalp, condition too serious Set may relax excessively, may destroy permanent wave |

230

231

(TASK STATEMENT) SELECT, MIX AND APPLY NON-COLOR RINSES

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|---|--|
| Chemistry of: Vinegar, lemon juice, hydrogen peroxide, neutralizers, cream rinses, conditioners Chemistry of acid rinses pH (potential hydrogen) of acid rinses Chemical reaction of acid rinse on cuticle of hair Lotions Solutions and emulsions Acids, bases and salts | | Fundamental Operations (calculations) – addition, subtraction, multiplication and division algorithms Measurement: non-geometric – liquid Rationals | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Reading Seeing Touching Listening | Manual instructions Observing condition of hair and scalp Feeling condition of hair Patron's preference or answers to questions | General vocabulary, numbers, comprehension Visual analysis, accuracy Making judgements, recognize opinions Discriminate facts from non-facts | |
| 232 | | 233 | |

Duty H Cutting and Shaping Hair

- 1 Analyze shape for cut
- 2 Section hair for cutting
- 3 Razor-cut hair
- 4 Scissor-cut hair
- 5 Thin or taper hair
- 6 Trim hair
- 7 Clip hair
- 8 Shingle hair (Feather edge)

(TASK STATEMENT) ANALYZE SHAPE FOR CUT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY -- HAZARD |
|---|---|---|
| | <p>Review patron's name before she comes in or before you greet her</p> <p>Observe patron while walking</p> <p>Determine type of personality</p> <p>Determine occupation</p> <p>Analyze shape of face, head, neck, shoulders, and body, color and texture of hair</p> | |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Cut and/or style suitable to patron</p> <p>235</p> | <p>Employed, single, able to handle style mentally and physically, patron preference</p> | <p>Patron or operator choose wrong style, wrong for color and/or texture of hair</p> <p>236</p> |

TASK STATEMENT) ANALYZE SHAPE FOR CUT

| SCIENCE | MATH — NUMBER SYSTEMS |
|-----------------|-----------------------|
| Anatomy of hair | |

COMMUNICATIONS

| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS |
|---|--|--|
| Talking Observing Listening Touching | Patron's preference/operator's opinion Observe patron: walking, talking, physical features Patron complaint, kind of job, financial position True shape of head, cup, press, feel | Clarity of expression Visual analysis, making judgements, shape of face and body; body language Discriminate facts from non-facts, recognize opinions Size, shape, texture, condition |

237

238

(TASK STATEMENT) SECTION HAIR FOR CUTTING

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| <p>Neck strip Towel Plastic Smock Cape Comb Clips Patron</p> | <p>Have patron change into smock Choose sectioning for type of haircut Section hair</p> | <p>Steady chair Cape over back of chair Personal injury — protect clothing Sanitation</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine type of haircut</p> <p>239</p> | <p>Patron's preference Shape of body, face and head Texture of hair Color of hair Neckline Personality</p> | <p>Either patron or operator chooses wrong style Wrong sectioning</p> <p>240</p> |

(TASK STATEMENT) SECTION HAIR FOR CUTTING

| | |
|--|---|
| (TASK STATEMENT) SECTION HAIR FOR CUTTING | |
| SCIENCE | MATH – NUMBER SYSTEMS |
| Sterilization — Sanitation — Chemical disinfection Properties of: — Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% – 99% concentration) Bacteriology (sanitation) | Fundamental Operations (calculations) — addition, subtraction, multiplication and division algorithms Rationals Measurement: non-geometric — liquid |
| COMMUNICATIONS | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> |
| Talking | Patron asks for opinion. Patron makes wrong decision Patron asks for explanation of haircut Patron's style needs |
| Observing | |
| | <u>SKILLS/CONCEPTS</u> |
| | Terminology/general vocabulary Clarity of expression Visual analysis |

(TASK STATEMENT) RAZOR-CUT HAIR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|---|---|
| <p>Neck strip Towel Plastic Smock Cape Comb, brush Shampoo Hair rinse Clips Razor Guard Talc Hair cutting comb Scissors Patron</p> | <p>Have patron change into smock Wash and sanitize hands Determine hair length Cut section by section</p> | <p>Steady chair Cape over back of chair Sanitize implements Protect clothing Personal injury No common brush for talc Cut wet (patron comfort) Split ends</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine suitable style</p> <p>Decide which section to cut first/last</p> <p>243</p> | <p>Patron's preference Shape of body, face and head Texture of hair Color of hair Neckline Personality Cut systematically for uniform shape</p> | <p>Either patron or operator chooses wrong style Wrong sectioning</p> <p>Cutting haphazardly Leave too long Cut too short Stairstep appearance</p> <p>244</p> |

(TASK STATEMENT)**RAZOR-CUT HAIR****SCIENCE**

Anatomy of hair
Sterilization — Chemical disinfection
Sanitation
Properties of:
Quats (quaternary ammonium compound)
Formalin (formaldehyde gas in H₂O)
Alcohol (55% — 99% concentration)
Bacteriology (sanitation)

MATH — NUMBER SYSTEMS

Rationals
Measurement: geometric — linear
Measurement: non-geometric — liquid

COMMUNICATIONS**PERFORMANCE MODES**

Talking

Observing

EXAMPLES

Patron asks for opinion
Patron makes wrong decision
Patron asks for explanation of hair cut
Hands at correct angle, follow guides
Patron's style needs

SKILLS/CONCEPTS

Terminology/general vocabulary
Clarity of expression

Visual analysis

245

246

(TASK STATEMENT) SCISSOR-CUT HAIR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|---|--|
| <p>Neck strip Towel Plastic Smock Cape Comb, brush Shampoo Hair rinse Clips Scissors Thinning shears Talc Haircutting comb Patron</p> | <p>Have patron change into smock Wash and sanitize hands Determine hair length Cut section by section</p> | <p>Steady chair Cape over back of chair Personal injury Sanitation No common brush for talc</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine suitable style</p> <p>Determine to cut wet or dry</p> <p>Decide which section to cut first/last</p> <p>Determine whether to slither or cut blunt</p> | <p>Patron's preference Shape of body, face and head Texture of hair Color of hair Neckline Personality Type of style, texture of hair, condition of hair Cut systematically for uniform shape Style desired</p> | <p>Either patron or operator chooses wrong style Wrong sectioning</p> <p>Style not flattering, cut should be done dry/wet, cause split ends, breakage Cutting haphazardly, leave too long, cut too short, stair-step appearance Style not flattering, cut should be done dry/wet, cause split ends, breakage</p> |

(TASK STATEMENT) SCISSOR-CUT HAIR

| SCIENCE | MATH — NUMBER SYSTEMS |
|---|--|
| <p>Anatomy of hair</p> <p>Sterilization — Chemical disinfection</p> <p>Sanitation</p> <p>Properties of:</p> <p>Quats (quaternary ammonium compound)</p> <p>Formalin (formaldehyde gas in H_2O)</p> <p>Alcohol (55% — 99% concentration)</p> <p>Bacteriology (sanitation)</p> | <p>Rationals</p> <p>Measurement: geometric — linear</p> <p>Measurement: non-geometric — liquid</p> |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|---|---|--|
| <p>Talking</p> <p>Seeing</p> <p>Listening</p> <p>Touching</p> | <p>Patron asks for opinion</p> <p>Patron makes wrong decision</p> <p>Patron asks for explanation of haircut</p> <p>Hands at correct angle, follow guides</p> <p>Patron's style needs</p> <p>Hair length</p> <p>Patron's complaint</p> <p>Cup, press, feel</p> | <p>Terminology/general vocabulary</p> <p>Clarity of expression</p> <p>Visual analysis, logic</p> <p>Measure</p> <p>Recognize opinions</p> <p>Texture</p> |

249

250

(TASK STATEMENT) THIN OR TAPER HAIR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|--|
| <p>Neck strip Towel Plastic Smock Cape Comb Clips Hair rinse, shampoo Razor Guard Talc Hair cutting comb Scissors Thinning scissors, single edge; thinning scissors, double edge Patron</p> | <p>Review patron's name before she comes in or before you greet her Have patron change into smock Select materials and supplies Determine type of personality Determine occupation Analyze shape of face, head, neck, shoulders, body; color and texture of hair Choose sectioning for type of hair cut Section hair Determine hair length Cut section by section</p> | <p>Over-thin Over-taper Steady chair Cape over back of chair Personal injury Protect clothing Sanitation</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine how much to thin Determine how much to taper Determine whether to slither or cut blunt Determine where not to thin</p> <p>251</p> | <p>Density, texture and color of hair, shape of head Hair length, density, texture and color of hair and shape of head Style desired Already thin, hair will stick up</p> | <p>Thin too close to scalp, thin too much or too little Taper too high, ends too thin, stairstep appear- ance Style not flattering, cut should be done dry/ wet, cause split ends, breakage Nape, over ears, front hairline, at part, top layer, ends</p> <p>252</p> |

(TASK STATEMENT) THIN OR TAPER HAIR

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|---|--|--|--|
| Sterilization — Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) Anatomy of hair | | Measurement: geometric — linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing Talking Touching Listening | Density and color of hair Patron's preference Density: fine, medium, coarse; shape of head Patron complaint | Visual analysis Terminology/general vocabulary Thickness, texture, shape Recognize opinions | |
| 253 | | 254 | |

(TASK STATEMENT) TRIM HAIR

| | | |
|--|--|---|
| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
| Neck strip Towel Plastic Smock Cape Scissors Razor Patron | Determine area to be trimmed (bangs, side, nape) Section hair if necessary Trim hair | Steady chair Cape over back of chair Sanitary implements Protect clothing Personal injury Sanitation |
| DECISIONS Determine area to trimmed | CUES Patron request Operator decision | ERRORS Trim entire head, not just one section. |

(TASK STATEMENT) TRIM HAIR

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|---|---|--|--|
| Anatomy of hair Sterilization — Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) | | Measurement: geometric — linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking | Determine where and how much patron wants or needs trimming. A trim is not a haircut, a trim all over is a haircut | Clarity of expression, implying, logic | |
| 257 | | 258 | |

(TASK STATEMENT) CLIP HAIR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|--|
| Neck strip Towel Plastic Smock Cape Scissors Comb Patron | Determine if all ends are split Section (small, equal) Twist section tightly from scalp to ends Ruff strand upward toward scalp Clip split ends Brush briskly | Steady chair Cape over back of chair Sanitary implements Protect clothing Personal injury Sanitation. |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Use twisting method or cut end of strand Determine how far up strand to ruff | If hair is tapered or club cut Length of hair and number of split ends | Not clipping all ends Cutting too close to strand Clipping long hair too far up strand |

250

260

(TASK STATEMENT) CLIP HAIR

| | | | |
|----------------------------------|--|--|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Trichoptilosis (anatomy of hair) | | Measurement: geometric – linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Talking | Looking for split ends Inform patron (of split hair ends) | Visual analysis, microscope Clarity of expression, persuasion and sales technique | |

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(TASK STATEMENT) SHINGLE HAIR (FEATHER EDGE)

| TOOLS, EQUIPMENT, MATERIALS; OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| <p>Neck strip Towel Plastic Smock Cape Comb Scissors Razor Patron</p> | <p>Section hair Establish guide Comb and scissors simultaneously Blend to crown Clean nape</p> | <p>Avoid nipping skin at nape with points of scissors Neckline too high Stairstep appearance</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine guide at nape</p> <p>Determine length of hair at crown</p> <p>Decide whether to use scissor, razor or clipper to clean nape area</p> <p>263</p> | <p>Patron preference Shape and length of neck, shape of shoulders, texture, hair stream, shape of head Shape of head, direction and strength of hair growth, texture Patron preference Texture, hair growth, sensitivity of skin</p> | <p>Not cutting systematically, leave stairstep appearance, cut too short/leave too long</p> <p>Misjudging whorl, cowlick, hair stream</p> <p>Destroy beauty of natural hairline, shave too high, irritate skin</p> <p>264</p> |

(TASK STATEMENT) SHINGLE HAIR (FEATHER EDGE)

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|--|--|
| Anatomy of hair Sterilization – Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% – 99% concentration) Bacteriology (sanitation) | | Measurement: geometric – linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Touching Talking Listening | Patron's styling needs, shape Shape of head, hair – fine, medium, coarse, Hair stream, whorl cowlick Explain best length to patron Patron information | Visual analysis Shape, texture, direction Clarity of expression Discriminate facts from non-facts | |

265

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Duty I Waving and Relaxing Hair

- 1 Analyze hair and scalp for standard cold wave
- 2 Select needed supplies and equipment for cold wave
- 3 Give test curls
- 4 Give a standard cold wave
- 5 Give a body wave
- 6 Give a stylized permanent wave
- 7 Prepare and apply sodium hydroxide relaxer to a virgin head of hair
- 8 Prepare and apply ammonium theoglycolate relaxer for virgin hair
- 9 Soft press and hard press hair
- 10 Relax hair using heat comb method

(TASK STATEMENT) ANALYZE HAIR AND SCALP FOR STANDARD COLD WAVE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|--|
| <p>Comb Cape Neck strip Patron</p> | <p>Comb through hair Examine scalp for cuts, abrasions or irritations Determine the condition of the hair and scalp Consider the porosity, texture, elasticity, density and length of hair</p> | <p>Spread of disease if patron is infected</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine condition of hair Determine texture of hair Determine condition of scalp</p> | <p>Porosity, texture, elasticity, damaged, bleached, tinted Diameter of hair shaft Broken skin, abrasions, irritations</p> | <p>Choosing wrong permanent wave Choosing wrong processing time Further irritations, spread of disease</p> |

(TASK STATEMENT) ANALYZE HAIR AND SCALP FOR STANDARD COLD WAVE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|---|---|--|
| Anatomy of hair and skin – book reference: Hair Structure and Chemistry Simplified – Milady Diseases of the skin | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Smelling Observing Touching Listening Reading | Frequency of shampoo and diseases of hair, carry odor Noticing condition of hair and scalp Feeling texture, condition of hair Patron discusses hair and skin problems Information on diseases and anatomy of hair | Perception Visual analysis Perception, making judgements Discrimination of important information from unimportant Comprehension, instructions | |

270

271

(TASK STATEMENT) SELECT NEEDED SUPPLIES AND EQUIPMENT FOR COLD WAVE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|---|---|
| <p>Applicators Porous end paper Cold wave lotion Neutralizer Neutralizer bib Shampoo cape Curling rods Protective cream Cotton or neutralizing bands Mild liquid shampoo Neutral or cream rinse Neck strips and towels Combs Hair clips and pins Scissors or razor Protective gloves Record card Patron</p> | <p>Determine size and amount of rods Determine type of permanent wave</p> | |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Size of rod for type of hair Type of permanent wave</p> | <p>Texture and length of hair Tinted, bleached, virgin, resistant or high porosity</p> | <p>Too tight or too loose Too tight or too loose</p> |

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(TASK STATEMENT) SELECT NEEDED SUPPLIES AND EQUIPMENT FOR COLD WAVE

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|------------------------------|--|
| Basic chemistry (acid and alkali) Hair and skin anatomy (texture of hair) | | | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Reading | Refer to textbook Manufacturer's instructions | Comprehension Instruction | |
| 274 | | 275 | |

(TASK STATEMENT) GIVE TEST CURLS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|--|--|
| <p>Permanent wave rods End papers Permanent wave solution Neutralizer Clips Towel Cotton Patron</p> | <p>Loosen the rod Unwind the rod 1½ turns without pulling on strand Move the rod slightly toward scalp Permit the hair to relax into a wave pattern without pushing Rewind and fasten rod Continue testing for curl development at regular intervals and test on different areas of the head each time Processing is complete when wave forms a firm "s"</p> | <p>Chemical burns Solution in eyes Applying solution to broken or infected areas Allergy</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determining the correct amount of curl</p> <p>276</p> | <p>Perfect "s" pattern</p> | <p>Too tight, too loose</p> <p>277</p> |

(TASK STATEMENT) GIVE TEST CURLS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|---|--|
| Basic knowledge of structure and anatomy of hair Basic knowledge of chemistry (acid and alkali) | | Measurement: geometric – linear Measurement: non-geometric – liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Reading Observing Touching | Manufacturer's directions Noticing when the hair is curled Feeling texture of hair | Comprehension, instruction Visual analysis Making judgements Texture | |

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(TASK STATEMENT) GIVE A STANDARD COLD WAVE

| TOOLS; EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|--|--|
| Permanent wave rods End papers Permanent wave solution Neutralizer Clips Towel Cotton Patron | Select correct permanent for hair Read manufacturer's instructions Section hair Test curls Apply solution Wrap Resaturate Test curls Rinse and blot dry Neutralize Read manufacturer's instructions | Chemical burns Solution in eyes Applying solution to broken or infected areas Allergy |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Determine kind of permanent wave for type of hair Determine if hair has formed perfect "s" pattern Does hair need extra neutralizer Determine size of rod | Is hair tinted, bleached, virgin resistant; elastic or normal Being aware of hair texture, how quickly will curl Consider thickness and porosity of hair to determine whether more neutralizer should be used Texture of hair | Poor selection for type of hair Overprocessing or underprocessing of hair Relaxed permanent wave Too soft or too tight a curl |

(TASK STATEMENT) GIVE A STANDARD COLD WAVE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|---|---|--|
| Basic knowledge of structure and anatomy of hair Basic knowledge of chemistry (acid and alkali) | | Measurement: geometric – linear Measurement: non-geometric – liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Reading Observing Touching | Manufacturer's instructions Noticing when the hair is curled. Feeling texture of hair | Comprehension, instruction Visual analysis, making judgements Texture | |
| 282 | | 283 | |

(TASK STATEMENT) GIVE A BODY WAVE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|--|
| <p>Non-tapered rods Three sizes — thinnest rod — minimum $\frac{3}{16}$" diameter rods, largest rod — minimum $\frac{1}{2}$" Patron*</p> <p>* Most successful results given on hair $3\frac{1}{2}$" — 7" in length</p> | <p>Select correct permanent wave for hair Read manufacturer's instructions Section hair Test curls Apply solution Wrap Re-activate Test curls Rinse and blot dry Neutralize Read manufacturer's instructions</p> | <p>Chemical burns Solution in eyes Applying solution to broken or infected areas</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Diagnose hair for size of rod Sufficient neutralization</p> | <p>Texture of hair Does hair feel warm during neutralization?</p> | <p>Too soft or too tight Relaxed permanent wave</p> |

(TASK STATEMENT) GIVE A BODY WAVE

| | | |
|--|---|---|
| TASK STATEMENT: GIVE A BODY WAVE | | |
| SCIENCE | MATH – NUMBER SYSTEMS | |
| Basic knowledge of structure and anatomy of hair Basic knowledge of chemistry (acid and alkali) | Measurement: geometric – linear Measurement: non-geometric – liquid. | |
| COMMUNICATIONS | | |
| <u>PERFORMANCE MODES</u> Reading Observing Touching | <u>EXAMPLES</u> Manufacturer's instructions Noticing when the hair is curled Feeling texture of hair | <u>SKILLS/CONCEPTS</u> Comprehension, instruction Visual analysis, making judgements Texture |
| 286 | | 287 |

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(TASK STATEMENT) GIVE A STYLIZED PERMANENT WAVE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|---|---|
| Permanent wave rods End papers Permanent wave solution Neutralizer Clips Towel Cotton Patron | Select correct permanent wave for hair. Read manufacturer's instructions Section hair Test curls Apply solution Resaturate Test curls Rinse and blot dry Neutralize Read manufacturer's instructions Wrap permanent wave, using rods as one would use rollers (same setting pattern) | Chemical burns Solution in eyes Applying solution to broken or infected areas |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Determine kind of permanent wave for type f of hair Determine if hair has formed perfect "s" Does hair need extra neutralizer Determine size of rod 288 | Is hair tinted, bleached, virgin resistant, elastic or normal Being aware of hair texture, how quickly will it curl Consider thickness and porosity of hair to determine whether more neutralizer should be used Texture of hair | Poor selection for type of hair Overprocessing or underprocessing of hair Relaxed permanent wave Too soft or too tight a curl 289 |

(TASK STATEMENT) GIVE A STYLIZED PERMANENT WAVE

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|---|--|
| Basic knowledge of structure and anatomy of hair Basic knowledge of chemistry (acid and alkali) | | Measurement: geometric — linear Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Reading Observing Touching | Manufacturer's instructions Noticing when the hair is curled Feeling texture of hair | Comprehension; instruction Visual analysis, making judgements Texture | |

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(TASK STATEMENT) PREPARE AND APPLY SODIUM HYDROXIDE RELAXER TO A VIRGIN HEAD OF HAIR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|--|
| Gloves Precream base Neck strips Cape Rattail Straight comb Relaxer Neutralizer Towels Patron | Cape patron Section hair in four sections Examine scalp Apply base Section hair in five sections Apply starting at nape Apply ½ - 1" from scalp to 1½" from ends Comb each bisection Apply to roots and ends Work through hair until relaxed Rinse hair thoroughly with warm water Add neutralizer to hair Rinse thoroughly Style as desired | Personal injury/chemical burns Reaction to metallic salts |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| How long should relaxer remain on hair Use correct types of relaxer Presence or absence of metallic salts | Texture Texture, color-treated Test for metallic salt (20-20 test) | Breakage Not relaxed enough – relaxed too much Extreme hair damage |

(TASK STATEMENT) PREPARE AND APPLY SODIUM HYDROXIDE RELAXER TO A VIRGIN HEAD OF HAIR.

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|---|---|--|--|
| Basic chemistry — pH balance, elements, compounds and mixtures Basic hair anatomy — cells, growth, structure Anatomy — skin, circulation, myology | | Measurement: geometric — linear Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observing | Hair must be rinsed immediately when hair reaches relaxed state Manufacturer's instructions Relaxed state of hair | Perception, making judgements Comprehension Visual analysis | |
| 294 | | 295 | |

(TASK STATEMENT) PREPARE AND APPLY AMMONIUM THEOGLYCOLATE RELAXER FOR VIRGIN HAIR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|--|
| <p>Gloves Cotton Cape Theo-relaxer Neutralizer Towels Comb Patron</p> | <p>Drape patron as for cold wave Strand test as per manufacturer's instructions Part off four sections (hairline to hairline) Examine scalp, Shampoo with mild shampoo Section hair Comb theo-relaxer through hair Pour over hair and comb through until hair is relaxed Rinse thoroughly Apply neutralizer for given period of time Rinse Style as desired</p> | <p>Keep away from skin, eyes and ears Protect patron from fumes</p> |
| DECISIONS | CUES | ERRORS |
| <p>How long should relaxer remain on hair Use correct types of relaxer Presence or absence of metallic salts</p> <p>296</p> | <p>Texture Texture, color-treated Test for metallic salt (20-20 test)</p> | <p>Breakage Not relaxed enough – relaxed too much Extreme hair damage</p> <p>297</p> |

(TASK STATEMENT) PREPARE AND APPLY AMMONIUM THEOGLYCOLATE RELAXER FOR VIRGIN HAIR

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|---|---|--|--|
| Basic chemistry — pH balance, elements, compounds and mixtures Basic hair anatomy — cells, growth, structure Anatomy — skin, circulation, myology | | Measurement: geometric — linear Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Reading Observing | Hair must be rinsed immediately when hair reaches relaxed state Manufacturer's instructions Relaxed state of hair | Perception, making judgements Comprehension Visual analysis | |
| 298 | | 299 | |

(TASK STATEMENT) SOFT PRESS AND HARD PRESS HAIR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| Cape Neck strip Towel Press comb Cream Comb Brush Clips Dualls Patron | Drape patron Shampoo hair thoroughly Rub light cream through hair Dry under the dryer brushing at certain intervals Comb hair and section into four sections Adjust heating unit Apply pressing cream Bisection sections starting at crown Insert press comb Press hair — soft press - go over entire head once with press comb; hard press - two or more times | Personal injury/burning skin and hair Hair breakage |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Amount of pressure on hair Does patron have loose or tight scalp? | Texture of hair Pressure test (test scalp with balls of fingers) | Incomplete relaxation Burning and breakage of hair Loose scalp drawn into press, tight scalp - no curl at scalp |

300

301

(TASK STATEMENT) SOFT PRESS AND HARD PRESS HAIR

| SCIENCE | | MATH = NUMBER SYSTEMS | |
|--|--|---|--|
| Anatomy and structure of hair — texture of hair Histology of skin Cosmetic chemistry — composition of creams (moisture vs. non-moisture) | | Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing Reading Touching | Noticing straightness Noticing physical change Manufacturer's instructions on press iron Degree of smoothness | Visual analysis Comprehension Making judgements | |

302

303

(TASK STATEMENT) RELAX HAIR USING HEAT COMB METHOD

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---|
| <p>Cape Neck strip Towel Press comb Cream Comb Brush Clips Dualls Patron</p> | <p>Drape patron Shampoo hair thoroughly Rub light cream through hair Dry under the dryer brushing at certain intervals Comb hair and section into four sections Adjust heating unit Apply pressing cream Bisection sections starting at crown Insert press comb Press hair</p> | <p>Personal injury/burning skin and hair Hair breakage</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Amount of pressure used on hair Does patron have loose or tight scalp?</p> | <p>Texture of hair Pressure test (text scalp with balls of fingers)</p> | <p>Incomplete relaxation Burning hair and breakage Loose scalp — drawn into press, tight scalp — no curl at scalp</p> |

(TASK STATEMENT) RELAX HAIR USING HEAT COMB METHOD

| SCIENCE | MATH – NUMBER SYSTEMS |
|--|-------------------------------------|
| Anatomy and structure of hair – texture of hair Histology of skin Cosmetic chemistry – composition of creams (moisture vs. non-moisture) | Measurement: non-geometric – liquid |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|---------------------------------------|--|---|
| Observing. Reading Touching | Noticing straightness Noticing physical change Manufacturer's instructions on press iron Degree of smoothness | Visual analysis Comprehension Making judgements |

306

307

Duty J Bleaching and Coloring Hair

- 1 Give a strand test (tint or bleach)
- 2 Give a patch test
- 3 Apply a virgin tint
- 4 Apply permanent tint retouch
- 5 Prepare and apply temporary color rinse
- 6 Prepare and apply semi-permanent color
- 7 Prepare and apply a virgin bleach
- 8 Prepare and apply bleach retouch
- 9 Prepare and apply a toner
- 10 Prepare and apply a frosting
- 11 Prepare and apply a tip or streak
- 12 Remove hair color

(TASK STATEMENT) GIVE A STRAND TEST (TINT OR BLEACH)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|--|
| <p>Neck strip Towel Plastic Smock Cape Tint Developer Plastic applicator bottle and cape Glass or plastic bowl Tint brush Gloves Record card Safety glasses Talcum powder Bleach Patron</p> | <p>Have patron change into smock Seat patron Select materials and supplies Wash and sanitize hands Turn collar in Remove all jewelry Apply neck strip/towel/plastic Secure cape Examine hair and scalp</p> | <p>Steady chair Cape over back of chair Sanitary implements Personal injury Allergic reaction to patch test Protect clothing, hands/stains, allergy Protect eyes/splashing, fumes Scalp irritation, eruption</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine how much material to mix Determine texture, porosity, elasticity, condition Determine if correct color</p> | <p>Formula: tint or bleach How fast color/bleach develops. Presence of foreign elements Pleased patron, proper contrast (skin, eyes)</p> | <p>Waste material, wrong formula Not able to judge hair condition, discoloration Incorrect timing and lighting</p> |

(TASK STATEMENT) GIVE A STRAND TEST (TINT OR BLEACH)

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|--|--|
| Sterilization — Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring | | Measurement: geometric — linear Measurement: non-geometric — time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing/observing Talking | Color development (reds, golds, yellows) Ask patron's opinion | Visual analysis Making judgements Terminology/general vocabulary | |

311

312

(TASK STATEMENT) GIVE A PATCH TEST

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|--|
| <p>Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Record card Safety glasses Talcum powder Gloves Patron</p> | <p>Wash innerfold of elbow or behind ear with soap and water Dry Prepare test solution (manufacturer's instruction) Apply test solution to area Allow to dry Examine area in twenty-four hours</p> | <p>Protect hands/stains, allergy Protect eyes/splashing, fumes</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine spot Determine color to be used Determine negative or positive reaction</p> <p>313</p> | <p>Sensitive area Same tone as to be used Itching, burning, swelling, reddening, eruption, abnormal reaction</p> | <p>Careless, wrong place Too light, wrong product Not recognizing allergic reaction</p> <p>314</p> |

(TASK STATEMENT) GIVE A PATCH TEST

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|---|--|
| Hypersensitivity (aniline derivative) Federal Food, Drug and Cosmetic Act | | Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Talking Touching | Reaction to test Ask if any itching, etc. Place where patch test was given | Visual analysis Clarity of expression Terminology Size, shape, temperature | |

315

316

315

316

(TASK STATEMENT) APPLY A VIRGIN TINT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY. — HAZARD |
|---|--|---|
| <p>Neck strip Towel Plastic Smock Cape Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Gloves Record card Safety glasses Talcum powder Patron</p> | <p>Patch test Select color Strand test Section hair Vaseline at hairline Apply to hair shaft ½" to 1" from scalp and 1" from ends Develop color ½ and apply to scalp area and hair ends Rinse and shampoo Remove stains Apply neutral rinse Make out record card</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing, hands/stains, allergy Protect eyes/splashing, fumes</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine application directly to scalp or ½" to 1" away Determine use of filler Determine how often to test for color</p> <p>317</p> | <p>Slight or complete color change Streaked or damaged hair Texture, porosity, elasticity, condition</p> | <p>Uneven color, hair damage Uneven color, hair damage Uneven color, hair damage</p> <p>318</p> |

(TASK STATEMENT) APPLY A VIRGIN TINT

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Sterilization – Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% – 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring | | Measurement: geometric – linear Measurement: non-geometric – time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking Writing Reading Seeing | Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color | Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic | |
| 319 | | 320 | |

(TASK STATEMENT) APPLY PERMANENT TINT RETOUCH

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|---|
| <p>Neck strip Towel Plastic Smock Cape Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Gloves Record card Safety glasses Talcum powder Comb Timer Clips Tint comb Shampoo</p> <p>Patron</p> | <p>Examine hair and scalp Read tint record card Get materials Shampoo Dry thoroughly Read manufacturer's instructions Put on safety glasses Put on gloves Mix tint (manufacturer's instructions) Part hair, four equal sections Outline parts Apply tint to new growth Check application (hairline, entire head) Set timer Strand test root area Apply to strand Set timer Test for color Rinse, shampoo and condition</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing, hands/stains, allergy Protect eyes/splashing, fumes Scalp irritation, eruption Do not rub or massage scalp during application Metallic dyes Eyes and ears Do not save tint mixed with developer</p> |
| DECISIONS | CUES | ERRORS |
| <p>Determine if shampoo is necessary</p> <p>Determine where to start application</p> <p>Determine timing</p> <p>Determine color development</p> <p>Determine color application to entire strand</p> <p>Determine number of times to shampoo after tint</p> <p>Determine condition of hair</p> | <p>Badly soiled, coated</p> <p>Where it is most grey, most resistant, crown area</p> <p>Strand test, record card, patron complaint</p> <p>Grey is/is not covered</p> <p>Overporous ends</p> <p>Tint left on hair and scalp</p> <p>Touch, texture, porosity</p> | <p>Waste time, unnecessary shampoo irritate scalp</p> <p>Uneven color</p> <p>Uneven color, hair damage</p> <p>Uneven color</p> <p>Uneven color, hair damage</p> <p>Hair and scalp damage, ruin clothing</p> <p>May remove delicate tints, uneven color, hair damage</p> |

(TASK STATEMENT) APPLY PERMANENT TINT RETOUCH

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Sterilization – Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% – 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring | | Measurement: non-geometric – time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Writing Reading Seeing Listening Touching | Tint record Time, manufacturer's instruction Tint developed, hair and scalp are clean Directions to patron Condition of hair | Terminology, spelling, penmanship, clarity Comprehension, terminology Visual analysis Concentration, notes Texture, porosity | |

323

324

323

324

(TASK STATEMENT) PREPARE AND APPLY TEMPORARY COLOR RINSE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|--|
| Neck strip Towel Plastic Smock Cape Brush Comb Cotton swab Applicator bottle Glass or plastic bowl Gloves Timer Patron | Read manufacturer's instructions Get materials Mix rinse Apply rinse Time Rinse or leave on | Eyes and ears |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Determine color Determine manner of application Determine time | Patron's preference Operator's decision Product used Manufacturer's instructions | Wrong color or application Failure to read manufacturer's instructions Failure to read manufacturer's instructions |

325

326

(TASK STATEMENT) PREPARE AND APPLY TEMPORARY COLOR RINSE

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|---|--|
| Chemistry as applied to cosmetics Properties of mixtures (emulsions, suspension, solutions) Certified colors | | Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking Observing | Patron's preference, operator's opinion Discoloration of hair | Terminology/general vocabulary Making judgements | |
| 327 | | 328 | |

(TASK STATEMENT) PREPARE AND APPLY SEMI-PERMANENT COLOR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|--|---|
| <p>Neck strip Towel Plastic Smock Cape Color Brush Comb Applicator bottle and cap Glass or plastic bowl Plastic cap Gloves Talcum powder Timer Neutral rinse Record card Patron</p> | <p>Read manufacturer's instructions Shampoo and towel dry Gloves Apply tint Plastic cap Time, test for color Remove color Neutral rinse Fill out record card</p> | <p>Eyes and ears Twenty-four hour predisposition test Protect from stains/gloves</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine use of plastic cap. Determine pre-shampoo</p> <p>329</p> | <p>Manufacturer's instructions. Manufacturer's instructions, coated hair</p> | <p>Waste time, ineffectual penetration Waste time, ineffectual penetration</p> <p>330</p> |

(TASK STATEMENT) PREPARE AND APPLY SEMI-PERMANENT COLOR

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|--|--|
| Sterilization — Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring Chemistry as applied to cosmetics Properties of mixtures (emulsions, suspension, solutions) Certified colors | | Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking Writing Reading Seeing | Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color | Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic | |
| 331 | | 332 | |

(TASK STATEMENT) PREPARE AND APPLY A VIRGIN BLEACH

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|---|--|
| <p>Neck strip Towel Plastic Smock Cape Lightening agent Measuring glass or cup Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Record card Safety glasses Talcum powder Gloves Patron</p> | <p>Patch test (toner) Decide how much to lighten Choose correct hightener Examine hair and scalp Strand test Section hair Prepare bleach (manufacturer's instructions) Apply bleach ½" to 1" from scalp Time. Test for color Remove excess bleach Apply to entire strand Time, test for color Remove lightener Examine hair and scalp Fill out record card Proceed with toner</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing, hands/stains, allergy Protect eyes/splashing, fumes Do not comb lightener through hair Dripping or running bleach Test for metallic salts Read manufacturer's instructions Towel wet with bleach on skin</p> |
| DECISIONS | CUES | ERRORS |
| <p>Determine gold, yellow, pale yellow stage Determine type of bleach Determine presence of metallic dye, time of bleach, toner to use, patron's physical condition Determine time bleach stays on Determine condition of hair and scalp after bleach, prior to toner</p> | <p>Patron's preference, operator's decision, color of toner Pigment in patron's hair Streaked hair, coated hair, condition of hair Strand test Hair breakage, scalp irritation, scalp abrasions, eruptions</p> | <p>Toner will not penetrate if hair is not porous enough Too gold or drab Discoloration, damaged hair, damage to scalp Hair will be damaged or break if bleach is on too long Discoloration, damaged hair, damage to scalp</p> |

(TASK STATEMENT) PREPARE AND APPLY A VIRGIN BLEACH

| SCIENCE | MATH - NUMBER SYSTEMS |
|---|---|
| <p>Sterilization — Chemical disinfection Sanitation — Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H₂O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring</p> | <p>Measurement: geometric — linear Measurement: non-geometric — time, liquid</p> |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|---|---|--|
| <p>Talking Writing Reading Seeing</p> | <p>Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color</p> | <p>Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic</p> |

335

336

(TASK STATEMENT) PREPARE AND APPLY BLEACH RE-TOUCH

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|---|---|--|
| <p>Neck strip Towel Plastic Smock Cape Lightening agent Measuring glass or cup Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Record card Safety glasses Talcum powder Gloves Patron</p> | <p>Read record card Patch test (toner) Decide how much to lighten Choose correct lightener Examine hair and scalp Strand test Section hair Prepare bleach (manufacturer's instructions) Outline parts Apply bleach, 1/8" sections Time Test for color Apply to strand if necessary Remove bleach Examine hair and scalp Fill out record card Proceed with toner</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing, hands/stains, allergy Do not comb lightener through hair Dripping or running bleach Test for metallic salts Read manufacturer's instructions Towel wet with bleach on skin</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine gold, yellow, pale yellow stage Determine type of bleach Determine presence of metallic dye, time of bleach, toner to use, patron's physical condition Determine time bleach stays on Determine condition of hair and scalp after bleach, prior to toner</p> | <p>Patron's preference, operator's decision, color of toner Pigment in patron's hair Streaked hair, coated hair, condition of hair Strand test Hair breakage, scalp irritation, scalp abrasions, eruptions</p> | <p>Toner will not penetrate if hair is not porous enough Too gold or drab Discoloration, damaged hair, damage to scalp Hair will be damaged or break if bleach is on too long Discoloration, damaged hair, damage to scalp</p> |

(TASK STATEMENT) PREPARE AND APPLY BLEACH RE-TOUCH.

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|--|--|
| Sterilization — Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring | | Measurement: geometric — linear Measurement: non-geometric — time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking Writing Reading Seeing | Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color | Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic | |
| 339 | | 340 | |

(TASK STATEMENT) PREPARE AND APPLY A TONER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|---|
| <p>Neck strip Towel Plastic Smock Cape Lightening agent Measuring glass or cup Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Record card Safety glasses Talcum powder Patron</p> | <p>Prelighten hair Examine hair and scalp Section hair Apply to scalp area Comb through strand one inch from ends Time Check for color Apply to ends Time, check for color Rinse and shampoo Remove stains Fill out record card</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing, hands/stains, allergy Do not comb lightener through hair Dripping or running bleach Test for metallic salts Read manufacturer's instructions Towel wet with bleach on skin Protect eyes/splashing/fumes</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine condition of hair and scalp after bleach, prior to toner Determine porosity of ends</p> <p>341</p> | <p>Hair breakage, scalp irritation, scalp abrasions, eruptions Limp, coarse, discolored</p> | <p>Discoloration, damaged hair, damage to scalp Applying toner to ends too soon, discoloration, damage</p> <p>342</p> |

(TASK STATEMENT) PREPARE AND APPLY A TONER

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|---|
| <p>Sterilization – Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H₂O) Alcohol (55% – 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring</p> | <p>Measurement: geometric – linear Measurement: non-geometric – time, liquid</p> |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|---|---|--|
| <p>Talking Writing Reading Seeing</p> | <p>Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color</p> | <p>Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic</p> |

343

344

(TASK STATEMENT) PREPARE AND APPLY A FROSTING

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|--|
| <p>Neck strip Towel Plastic Smock Cape Powder bleach H₂O₂ Frosting cap Comb Tint brush Crochet hook Plastic cap Aluminum foil Shampoo Toner Timer Gloves Talcum powder Glass or plastic bowl</p> <p>Record card Patron</p> | <p>Analyze patron Analyze hair Apply frosting cap Draw strands through holes with crochet hook Mix lightener, manufacturer's instructions Apply lightener Cover with plastic cap Place under dryer or color machine Time, test for color Remove bleach Examine hair Apply toner Time, test for color Remove toner Remove cap Make out record card</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect hands/stain, allergy Protect eyes/splashing, fumes Do not remove frosting cap before towel is applied Protect clothing</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine type of partial lightening and method used (cap, aluminum foil), (weave)</p> <p>Determine if toner is necessary Decide whether to use hair dryer</p> <p>345</p> | <p>Patron's preference: frosting, streaking, tipping, shading, painting, sun streaking, blonde on blonde, marbling, framing, flashing, moon-lighting, minking, reverse frosting, dimensional coloring, haloing Color, porosity, condition Condition, porosity, use of toner</p> | <p>Over and underprocessing, choice of method</p> <p>Breakage, discoloration Underprocess, waste time</p> <p>346</p> |

(TASK STATEMENT) PREPARE AND APPLY A FROSTING

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|---|--|
| Sterilization — Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring | | Measurement: non-geometric — time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking Writing Reading Seeing | Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color | Terminology /general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic | |

347

348

(TASK STATEMENT) PREPARE AND APPLY A TIP OR STREAK

| TOOLS; EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|---|---|
| <p>Neck strip Towel Plastic Smock Cape Powder bleach H₂O₂ Frosting cap Comb Tint brush Crochet hook Plastic cap Aluminum foil Shampoo Toner Timer Gloves Talcum powder Glass or plastic bowl</p> <p>Record card Patron</p> | <p>Analyze patron Analyze hair Section strands Apply bleach to strand Wrap in foil Time, check for color Remove foil Rinse and shampoo Apply toner Time, check for color Rinse and shampoo Make out record card</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect hand/stain, allergy Protect eyes/splashing, fumes Protect face and neck from bleach</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine if toner is necessary Decide whether to use hair dryer</p> | <p>Color, porosity, condition Condition, porosity, use of toner</p> | <p>Breakage, discoloration Underprocess, waste time</p> |

(TASK STATEMENT) PREPARE AND APPLY A TIP OR STREAK

| SCIENCE | MATH – NUMBER SYSTEMS |
|---|--|
| <p>Sterilization – Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H₂O) Alcohol (55% – 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring</p> | <p>Measurement: non-geometric – time, liquid</p> |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|--|---|---|
| <p>Talking Writing Reading Seeing</p> <p>351</p> | <p>Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color</p> | <p>Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic</p> <p>352</p> |

(TASK STATEMENT) REMOVE HAIR COLOR

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|--|--|
| <p>Neck strip Towel Plastic Smock Cape Tipt Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Gloves Record card Safety glasses Talcum powder Tint remover Timer Patron</p> | <p>Read manufacturer's instructions Shampoo/no shampoo Section Gloves Mix material Apply Strand test Heating cap/steamer/damp towel Time, test for color Shampoo Towel dry/ Tone or tint Record card</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing, hands/stains, allergy Protect eyes/splashing, fumes Handle this material with caution Material must be shampooed out or action will continue</p> |
| DECISIONS | CUES | ERRORS |
| <p>Determine individual problem Determine degree of success Determine heating cap, steamer, damp towel</p> <p>353</p> | <p>Color build-up, drastic change Texture, porosity, elasticity, condition, degree of change Manufacturer's instructions</p> | <p>Not handled as individual problem Guarantee results Not reading manufacturer's instructions</p> <p>354</p> |

(TASK STATEMENT) REMOVE HAIR COLOR

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|--|--|
| Chemistry of aniline derivative and removers Hair structure and anatomy | | Measurement: non-geometric — time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking Writing Reading Seeing | Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color | Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic | |
| 355 | | 356 | |

Duty K Styling Hair

- 1 Prepare and apply color shampoo (glamour)
- 2 Prepare and apply fillers
- 3 Prepare permanent tint
- 4 Analyze a facial type
- 5 Style shaped hair with blow dryer
- 6 Give a croquignole curl
- 7 Give a spiral curl
- 8 Brush predesigned curl to desired style

(TASK STATEMENT) PREPARE AND APPLY COLOR SHAMPOO (GLAMOUR)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | — SAFETY — HAZARD |
|--|---|--|
| <p>Neck strip Towel Plastic Smock Cape Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Gloves Record card Safety glasses Talcum powder Shampoo Tint Patron</p> | <p>Read manufacturer's instructions Examine hair and scalp Gloves, mix material Seat patron in front of shampoo bowl Apply like shampoo Time, test for color Rinse, shampoo Record card</p> | <p>Eyes and ears Steady chair Cape over back of chair Sanitary implements Protect clothing, hands/stains, allergy Protect eyes/splashing, fumes Patch test</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine length of time and color</p> <p>358</p> | <p>This is slight change (five to ten minutes) Patron's preference, operator's decision</p> | <p>Leave on too long</p> <p>359</p> |

(TASK STATEMENT). PREPARE AND APPLY COLOR SHAMPOO (GLAMOUR)

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Anatomy of hair Chemistry of aniline derivative | | Measurement: non-geometric – time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Talking Writing Reading Seeing | Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color | Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic | |

360

361

(TASK STATEMENT) PREPARE AND APPLY FILLERS

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|---|--|
| <p>Neck strip Towel Plastic Smock Cape Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Gloves Record card Safety glasses Talcum powder Filler material Timer Patron</p> | <p>Read manufacturer's instructions Select filler Shampoo Section Gloves Mix material Apply Strand test Plastic cap, steamer, etc. Time test for color Shampoo Towel dry or dry/manufacturer's instruction Make out record card</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing, hands/stains, allergy Protect eyes/splashing, fumes Remove stains gently</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine color filler or reconditioner filler Determine brown, red, gold Determine toner or tint back</p> <p>362</p> | <p>Damaged, abused, overporous, streaked, discolored, hair will not hold toner Damaged, abused, overporous, streaked, discolored hair will not hold toner Patron complaint, damaged, abused, overporous streaked, discolored hair will not hold toner</p> | <p>Not recognizing correct color base Not recognizing correct color base Not recognizing correct color base</p> <p>363</p> |

(TASK STATEMENT) PREPARE AND APPLY FILLERS

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|--|--|
| Anatomy of hair pH (potential hydrogen) | | Measurement: non-geometric – time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | | EXAMPLES | SKILLS/CONCEPTS |
| Talking Writing Reading | | Patron's preference, complaint, operator's decision Record card Manufacturer's instructions Special problems with color | Terminology/general vocabulary, sales technique Terminology, spelling, clarity Definition, terminology, instructions Visual analysis, logic |

364

365

(TASK STATEMENT) PREPARE PERMANENT TINT

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|---|--|--|
| <p>Tint Developer Plastic applicator bottle and cap Glass or plastic bowl Tint brush Talcum powder Record card Safety glasses Talcum powder</p> | <p>Examine hair and scalp Read tint record card Get materials Read manufacturer's instructions Put on safety glasses Put on gloves Mix tint (manufacturer's instruction)</p> | <p>Protect hands/stain, allergy Protect eyes/ splashing, fumes</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine applicator bottle or bowl and tint brush Determine type of developer Determine how much tint to prepare Determine when to prepare tint</p> <p>366</p> | <p>Type of job Kind of tint Manufacturer's instructions, type of job When patron is ready</p> | <p>Waste time Poor results Waste time Poor results Waste time Poor results Tint weakens Waste time Poor results</p> <p>367</p> |

(TASK STATEMENT) PREPARE PERMANENT TINT

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|--|--|---|--|
| Sterilization — Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% — 99% concentration) Bacteriology (sanitation) Anatomy of hair (composition, division) Histology of skin Chemistry of hair coloring | | Measurement: non-geometric — time, liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | | EXAMPLES | SKILLS/CONCEPTS |
| Reading Listening Writing | | Manufacturer's instructions Directions of instructor Tint record card | Comprehension/terminology Concentration/note taking Terminology, spelling, clarity |

(TASK STATEMENT) ANALYZE A FACIAL TYPE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|---|
| <p>Neck strip Comb Brush Cape Mirror Patron</p> | <p>Assemble supplies Wash and sanitize hands Apply neck strip and cape Comb and brush hair Study front view of head Study profile of head (sideview) Study back view of head Study characteristics in features - perfect and imperfect features defects and blemishes Body structure, posture and poise Continue with proper service</p> | |
| <p><u>DECISIONS</u></p> <p>How to style hair</p> <p>370</p> | <p><u>CUES</u></p> <p>Unattractiveness of facial features</p> | <p><u>ERRORS</u></p> <p>Hairstyle not suitable for patron's features</p> <p>371</p> |

(TASK STATEMENT) ANALYZE A FACIAL TYPE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|-------------------|-----------------------------|--|--|
| Hair styling | | Basic Geometric Skills and Concepts – Determination of area and volume and cylinders, Determination of altitude, area and volume of a right circular cone, Geometric constructions | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Seeing definite face shapes | Accenting good features and playing down unattractive features | |
| 372 | | 373 | |

(TASK STATEMENT) STYLE SHAPED HAIR WITH BLOW DRYER

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|--|
| <p>Neck strip Towel Plastic Smock Cape Comb, brush Shampoo Hair rinse Blow dryer Round brush Curling iron Litmus paper Pencil Liquid test (pH) Microscope Patron</p> | <p>Have patron change into smock Seat patron Check condition of hair (pH) Examine hair and scalp Brush and comb hair Select materials and supplies Wash and sanitize hands Sanitize shampoo bowl Turn collar in Remove all jewelry Apply neck strip/towel/plastic Secure cape Adjust water temperature and volume Rinse and apply second shampoo Rinse and apply after-rinse Towel dry hair Set patron near electric outlet Plug in blow dryer in outlet Insert round brush in hair (always starting at</p> | <p>Personal injury</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Hair cut style Condition of hair</p> | <p>Shape of hair cut Dry brittle hair</p> | <p>Leaving hair too wet before using blow dryer Burning patron</p> |

374

375

(TASK STATEMENT) STYLE SHAPED HAIR WITH BLOW DRYER (con't.)

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|-----------------|
| | <p>scalp) at nape area rolling brush in direction of hair style with air from blower on brush continue to crown blow dry sides blow dry top and bang area Use curling iron if necessary Clean up and sanitize</p> | |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| 376 | | 377 |

(TASK STATEMENT)**STYLE SHAPED HAIR WITH BLOW DRYER**

| SCIENCE | MATH – NUMBER SYSTEMS |
|--|---|
| Structurally competent (pH 4.5 to 5.5) Anatomy of hair pH (potential hydrogen) of shampoos Sterilization – Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H ₂ O) Alcohol (55% – 99% concentration) Bacteriology (sanitation) Chemistry – structure of oils Chemical composition of soaps Properties of inverted soaps Spreadability of shampoo Surface tension (wetting agents) | Basic Geometry Skills and Concepts Determination of area and volume and cylinder Determination of altitude, area and volume of a right circular cone Geometric constructions |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|--------------------------|---|--|
| Observing | Observing condition of hair, patron has damaged, abused hair | Visual analysis, accuracy |
| Touching | Text for elasticity, porosity and texture, performing manipulations | Making judgments/inferences, use of pressure, movement |
| Reading | Testing for pH factor | Comprehension, definition, numbers, terminology, instructions |
| Talking | Explain problem to patron Patron asks your opinion | Terminology/general vocabulary, persuasion and sales technique, logic, gestures; facial expression, poise, usage, making judgments |
| Speaking | Telling patron just which service is to be given | Clarity of expression |
| Listening | Patron preference | Recognize opinions |

378

379

(TASK STATEMENT) GIVE A CROQUIGNOLE CURL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|--|--|
| <p>Neck strip Towel Plastic Smock Cape Comb, brush Shampoo Hair rinse Press comb Cream Clips Dwalls Curling devices Patron</p> | <p>Give preservice according to the decisions Section hair for style Insert curler at end of hair strand and roll down toward scalp to decided distance from scalp Curl secured as desired</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing/skin Disease and breakage Scalp irritation Water on floor Water too hot, too cold Eyes and ears Burning skin and hair Chemically treated hair</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Magnetic rollers Curling irons Clippies</p> <p>380</p> | <p>Wet set Dry set</p> | <p>Weak curls resulting in loss of hair set</p> <p>381</p> |

(TASK STATEMENT) GIVE A CROQUIGNOLE CURL

| SCIENCE | MATH – NUMBER SYSTEMS |
|--|---|
| <p>Sterilization – Chemical disinfection Sanitation Properties of: Quats (quaternary ammonium compound) Formalin (formaldehyde gas in H₂O) Alcohol (55% – 99% concentration) Bacteriology (sanitation) pH (potential hydrogen) of shampoos Chemistry – structure of oils Chemical composition of soaps Properties of inverted soaps Spreadability of shampoo Surface tension (wetting agents) Anatomy and structure of hair – texture of hair Histology of skin Cosmetic chemistry – composition of creams (moisture vs. non-moisture)</p> | <p>Measurement: non-geometric – liquid Fundamental Operations (calculation)-addition, subtraction, multiplication and division algorithms Rationals</p> |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|--|--|--|
| <p>Speaking Listening Touching Talking Observing</p> | <p>Telling patron just which service is to be given Patron's preference Performing manipulations, degree of smoothness Patron asks your opinion Patron has damaged, abused hair, noticing straightness, noticing physical change</p> | <p>Clarity of expression Recognize opinions Making judgements, use of pressure, movement Making judgements Visual analysis</p> |

383

(TASK STATEMENT) GIVE A SPIRAL CURL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|---|--|
| <p>Neck strip Towel Plastic Smock Cape Comb, brush Shampoo Hair rinse Press comb Cream Clips Dualls Curling devices Patron.</p> | <p>Have patron change into smock Seat patron Select materials and supplies Wash and sanitize hands Turn collar in Remove all jewelry Apply neck strip/towel/plastic Secure cape Sanitize shampoo bowl Examine hair, brush hair Adjust water temperature and volume Rinse and apply shampoo Apply manipulations Rinse hair and apply second shampoo Rinse and apply after-rinse Rub light cream through hair Dry under the dryer brushing at certain intervals Comb hair and section into four sections Adjust heating unit Apply pressing cream</p> | <p>Steady chair Cape over back of chair Sanitary implements Protect clothing - skin Disease and breakage Scalp irritation Water on floor Water too hot, too cold Eyes and ears Chemically treated hair Personal injury Burning skin and hair</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Magnetic rollers Curling irons, clips Service to be given Type of shampoo Type of rinse Brush, comb before shampoo Amount of pressure used on hair Does patron have loose or tight scalp</p> | <p>Wet set Dry set Bleach; color, permanent wave, relaxer, shampoo Bleached, tinted, toned, permanent waved, chemically relaxed, damaged Medicated (dandruff), damaged, oily, reconditioning Bleached, tinted, toned, permanent waved, chemically relaxed, damaged Texture of hair Pressure test (test scalp with balls of fingers)</p> | <p>Weak curls resulting in loss of hair set Weak curls resulting in loss of hair set Ruin clothing, personal injury, unsanitary Breakage and irritation Breakage, relaxed set, aggravate condition Breakage and irritation Incomplete relaxation, burning hair and breakage Loose scalp/drawn into press, tight scalp/no</p> |

(TASK STATEMENT)

GIVE A SPIRAL CURL

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|--|--|
| | Bisection section starting at crown Insert press comb Press hair Roll hair from scalp to end Secure curl with choice of clip - Style as desired | |
| <div data-bbox="357 1037 508 1069"><u>DECISIONS</u></div> <div data-bbox="175 1415 271 1461">386</div> | <div data-bbox="1024 1037 1099 1069"><u>CUES</u></div> | <div data-bbox="1653 1037 1778 1069"><u>ERRORS</u></div> <div data-bbox="1424 1082 1596 1115">curl at scalp</div> <div data-bbox="1864 1377 1958 1423">387</div> |

(TASK STATEMENT) GIVE A SPIRAL CURL

| SCIENCE | MATH — NUMBER SYSTEMS |
|---|---|
| <p>Sterilization — Chemical disinfection</p> <p>Sanitation</p> <p>Properties of:</p> <p>Quats (quaternary ammonium compound)</p> <p>Formalin (formaldehyde gas in H_2O)</p> <p>Alcohol (55% — 99% concentration)</p> <p>Bacteriology (sanitation)</p> <p>pH (potential hydrogen) of shampoos</p> <p>Chemistry — structure of oils</p> <p>Chemical composition of soaps</p> <p>Properties of inverted soaps</p> <p>Spreadability of shampoo</p> <p>Surface tension (wetting agents)</p> <p>Anatomy and structure of hair — texture of hair</p> <p>Histology of skin</p> <p>Cosmetic chemistry — composition of creams (moisture vs. non-moisture)</p> | <p>Measurement: — non-geometric — liquid</p> <p>Fundamental Operations (calculation) — addition, subtraction, multiplication and division algorithms</p> <p>Rationals</p> |

COMMUNICATIONS

| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> |
|---|---|---|
| <p>Speaking</p> <p>Listening</p> <p>Touching</p> <p>Talking</p> <p>Observing</p> <p>Reading</p> | <p>Telling patron just which service is to be given</p> <p>Patron's preference</p> <p>Performing manipulations, degree of smoothness</p> <p>Patron asks your opinion</p> <p>Patron has damaged, abused hair, noticing straightness, noticing physical change</p> <p>Manufacturer's instructions on press iron</p> | <p>Clarity of expression</p> <p>Recognize opinions</p> <p>Making judgements, use of pressure, movement</p> <p>Making judgements</p> <p>Visual analysis</p> <p>Comprehension</p> |

(TASK STATEMENT)- BRUSH PREDESIGNED CURL TO DESIRED STYLE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY - HAZARD |
|--|---|-----------------------|
| Neck strip Towel Plastic Smock Cape Comb, brush Shampoo Hair rinse Press comb Cream Clips Dualls Curling devices Patron | Have patron change into smock Seat patron Select materials and supplies Wash and sanitize hands Turn collar in Remove all jewelry Apply neck strip/towel/plastic Secure cape Adjust water temperature and volume Rinse hair and apply shampoo Rinse and apply second shampoo Rinse and apply after-rinse Rub light cream through hair Dry under the dryer brushing at certain intervals Comb hair and section into four sections Insert roller at scalp area Roll hair from scalp to ends Secure curl with choice of clips | Unnecessary roughness |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Back combing Brush technique | Mobility desired Smoothness | Hair combed out wet |

390

391

(TASK STATEMENT) BRUSH PREDESIGNED CURL TO DESIRED STYLE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|--|---------------------------------|
| | <p>Style as desired Be sure hair is completely dry Brush hair in direction of hair set from scalp to end of hair removing roller tracks Back comb and complete style</p> | |
| <p><u>DECISIONS</u></p> <p>392</p> | <p><u>CUES</u></p> | <p><u>ERRORS</u></p> <p>393</p> |

(TASK STATEMENT) BRUSH PREDESIGNED CURL TO DESIRED STYLE

| | | | |
|----------------------|--|--|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Basic hair structure | | Measurement: non-geometric – liquid Fundamental Operations (calculation) – addition, subtraction, multiplication and division algorithms Rationals | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | | EXAMPLES | |
| Viewing Touching | | Height, volume, smoothing Placing curls in position | |
| | | SKILLS/CONCEPTS | |
| | | Elevation levels Finger dexterity | |

394

395

394

395

Duty L

Caring for a Wig

- 1 Measure a customer for a wig
- 2 Order wig/hairpieces
- 3 Repair a wig or hairpiece
- 4 Cut a wig or hairpiece
- 5 Style a wig or hairpiece
- 6 Clean a human hair wig or hairpiece
- 7 Condition a human hair wig or hairpiece

(TASK STATEMENT) MEASURE A CUSTOMER FOR A WIG

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|---------------------------------------|
| Measuring tape Hair pins Bobby pins Cape Comb Brush Patron | Brush the hair down smoothly and pin as flat as possible Measure from hairline at middle of forehead around the head above the ears, to back of head and then to starting point Measure from hairline at middle of forehead over top to nape of neck Measure ear to ear across forehead Measure ear to ear over top of head Measure across the crown, temple to temple Measure the width of nape line across nape of neck | Incorrect measurements/wrong size wig |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| Determine the size | Measurement of head. | Measure improperly |

397

398

(TASK STATEMENT) MEASURE A CUSTOMER FOR A WIG

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--------------------|--|--|--|
| | | Measurement: geometric – linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing Touching | Taking the measurements Taking the measurements | Visual analysis Size, making judgements | |
| 399 | | 400 | |

(TASK STATEMENT)

ORDER WIG/HAIRPIECES

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY — HAZARD |
|--|---|---|
| <p>Record cards Measuring tape Envelope for hair samples Patron</p> | <p>Measure head Brush the hair down smoothly and pin as flat as possible Measure from hairline at middle of forehead around the head above the ears, to back of head and then to starting point Measure from hairline at middle of forehead over top to nape of neck Measure ear to ear across forehead Measure across the crown, temple to temple Measure the width of nape line across nape of neck Cut hair sample off clean hair Specify quality of hair Determine length of hair Determine type of hair part and hair pattern Record two copies of above information Send one copy to wig dealer</p> | <p>Time loss/wrong shade ordered/wrong wig</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine color wig Determine length of wig Determine quality of wig/synthetic or human</p> | <p>Patron preference Patron preference Patron preference</p> | <p>Wrong color Wrong length Wrong wig</p> |

401

402

(TASK STATEMENT) ORDER WIG/HAIRPIECES

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|--|--|---|--|
| Hair structure and anatomy | | Measurement: geometric – linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Speaking Listening Writing Seeing/observing | Color, quality, cost, length, type of part or pattern style Patron preference Records Color, quality, length, type of part or pattern style | Description – accurate Discrimination between important and unimportant information Descriptions – accurate Accuracy, making judgements/inferences | |
| 403 | | 404 | |

(TASK STATEMENT) REPAIR A WIG OR HAIRPIECE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|--|
| <p>Needle Thread Netting Canvas (light weight) Scissors Long hair strands Wig or hairpiece</p> | <p>Determine kind of wig (wefted or hand-tied) Examine the problem Select materials to fit the problem Repair a hole in a hand-tied wig Place a net on inside of wig and sew on outer and inner edge Knot hair strands to netting Repair a wefted wig by sewing weft into wig base Reduce wig size by tucking and sewing bulk areas Enlarge a wig by adding on netting or canvas</p> | <p>Ruining wig if wrong measurements are taken</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Determine amount of base to remove if too large a wig Determine amount of hair to knot on netting</p> <p>405</p> | <p>Bulkiness in wig Match other areas of wig or hairpiece in texture of hair and thickness</p> | <p>Not removing enough Removing too much Repaired area does not match other part of wig</p> <p>406</p> |

(TASK STATEMENT) REPAIR A WIG OR HAIRPIECE

| SCIENCE | | MATH – NUMBER SYSTEMS | |
|---|--|---|--|
| Structure and analysis of hair | | Measurement: geometric – linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Seeing/observing Touching Listening | Bulkiness of wig, hole to be repaired Texture of hair, excessive base Complaints of customer | Visual analysis, making a judgement Making judgements, decision making Discrimination between important and unimportant information | |
| 407 | | 408 | |

(TASK STATEMENT) CUT A WIG OR HAIRPIECE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|---|
| <p>Wig Scissors Clips Patron or linen block</p> | <p>Section wig in six parts with a two inch guideline around the wig Cut guideline to the desired length Drop hair down in layers and cut to same length as guideline Pick up a strand of guideline with hands arched at a 45° angle, cut into longer hair Proceed with a sweeping upward motion Hairpiece proceed from 1" guideline same as above</p> | <p>Cutting the wig too short</p> |
| DECISIONS | CUES | ERRORS |
| <p>Determine length of hairpiece or wig Determine style of wig or hairpiece</p> | <p>Patron's preference Patron and operator confer</p> | <p>Too short, cutting too close to base Improper selection of style</p> |

(TASK STATEMENT) CUT A WIG OR HAIRPIECE

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|-------------------------------|--|--------------------------------------|--|
| Anatomy and structure of hair | | Measurement: geometric — linear | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Observing | Length of hair and style of wig, how it looks on patron. Patron complaint | Visual perception, making judgements | |
| Listening | | Recognize opinions | |
| 411 | | 412 | |

(TASK STATEMENT) STYLE A WIG OR HAIRPIECE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|--|--|---|
| <p>Comb Brush Setting lotion Linen block Clips Rollers Wig or hairpiece Patron</p> | <p>Clean wig Place about three ounces of non-flammable liquid cleanser in ceramic bowl Place wig or hairpiece upside down and swirl in counterclockwise and clockwise swirling motion Clean edges and inside of foundation with large cotton ball Place wig or hairpiece on linen block immediately following measurements of patron's head, pin securely Wet hair, apply setting lotion Style as you would a head of hair except at hairline Set hairline of wig in tape or pincurls to allow hair to hug face and neck Set hairpiece (chignon type) in few rollers as possible Brush when dry, comb/tease to please patron</p> | <p>Wig damage/rough treatment</p> |
| DECISIONS | CUES | ERRORS |
| <p>Determine style of wig</p> | <p>Length of hair and patron's features</p> | <p>A hard finished look (too wiggy)</p> |

(TASK STATEMENT) STYLE A WIG OR HAIRPIECE

| | | | |
|-------------------------------|--|---|--|
| SCIENCE | | MATH – NUMBER SYSTEMS | |
| Hair structure and analysis | | | |
| COMMUNICATIONS | | | |
| <u>PERFORMANCE MODES</u> | <u>EXAMPLES</u> | <u>SKILLS/CONCEPTS</u> | |
| Seeing/observing Listening | Style hair to suit patron Opinion of patron as to style | Making judgements Recognize opinions | |
| 415 | | 416 | |

(TASK STATEMENT) CLEAN A HUMAN HAIR WIG OR HAIRPIECE

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|---|
| <p>Non-flammable liquid cleanser Large ceramic bowl Cotton Linen block T-pins Wide tooth comb Towel Wig</p> | <p>Place about three ounces of non-flammable liquid cleanser in ceramic bowl Place wig or hairpiece upside down and swirl in counterclockwise and clockwise swirling motion Clean edges and inside of foundation with large cotton ball Place wig or hairpiece on linen block immediately - following measurements of patron's head Pin securely Dry Set and style</p> | <p>Hair loss/care in combing or brushing Hair matting/never rub or wring Hair coming through base (turning inside out/ never use up and down motion when cleaning Wig shrinkage or stretching</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>If the hair is synthetic or human</p> <p>417</p> | <p>Give it the burn test.</p> | <p>Synthetic hair use liquid shampoo Human hair liquid/dry shampoo</p> <p>418</p> |

(TASK STATEMENT) CLEAN A HUMAN HAIR WIG OR HAIRPIECE.

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|-------------------------------|---|--|--|
| Structure and anatomy of hair | | Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Seeing | Feeling the hair texture Examine texture of hair | Making judgements, perception Visual analysis | |

419

420

(TASK STATEMENT) **CONDITION A HUMAN HAIR WIG OR HAIRPIECE**

| TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON | STEPS | SAFETY – HAZARD |
|---|--|---|
| <p>Squeeze bottle Towel Canvas head Comb T-pins Conditioner Wig</p> | <p>Clean wig or hairpiece Place about three ounces of non-flammable liquid cleanser in ceramic bowl Place wig or hairpiece upside down and swirl in counterclockwise and clockwise swirling motion Clean edges and inside of foundation with large cotton ball Place wig or hairpiece on linen block immediately following measurements of patron's head, pin securely Pick out correct conditioner Read manufacturer's instructions Squeeze out conditioner through nozzle on wig Distribute evenly with large comb Leave on for suggested time Rinse if suggested by manufacturer Set if necessary</p> | <p>Handle wig carefully</p> |
| <u>DECISIONS</u> | <u>CUES</u> | <u>ERRORS</u> |
| <p>Kind of conditioner to use on the wig</p> <p>421</p> | <p>Condition of wig</p> | <p>If too much creme conditioner is used, hair will not hold set</p> <p>422</p> |

(TASK STATEMENT) CONDITION A HUMAN HAIR WIG OR HAIRPIECE

| SCIENCE | | MATH — NUMBER SYSTEMS | |
|----------------------------------|--|--|--|
| Structure and anatomy of hair | | Measurement: non-geometric — liquid | |
| COMMUNICATIONS | | | |
| PERFORMANCE MODES | EXAMPLES | SKILLS/CONCEPTS | |
| Touching Observing Reading | Feel damage Degree of hair damage Label directions | Perception, making judgements Visual analysis Instructions | |
| 423 | | 424 | |